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ABSTRACT

Projects, operations, and future plans are covered in this annual report for the fifth year of the Peace Corps. An introduction overviews past and future activities of the Peace Corps and its volunteers. Section 2 reviews the year 1966 and covers these topics: the new director, Jack Vaughn; countries in which new programs were begun; the Cornell/Peru Report on Peace Corps impact; Peace Corps training; long-range planning; and recruiting. A case study of the Peace Corps program in Niger is presented in the next section to describe failure that is now flourishing after four years. Section 4 is a 24-page pictorial history of the first five years of the Peace Corps. Section 5 summarizes in tables and graphs statistics on the first five years of the Peace Corps and trends for the future, including volunteer assignments by skills; origins and destinations of volunteers; regional maps with tables and graph for Africa, Latin America, North Africa/Near East/South Asia, and East Asia/Pacific; and costs. The report concludes with information on impact at home of the returning volunteer. Five personal vignettes are provided. (YLB)

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PEACE CORPS

5th

ANNUAL REPORT

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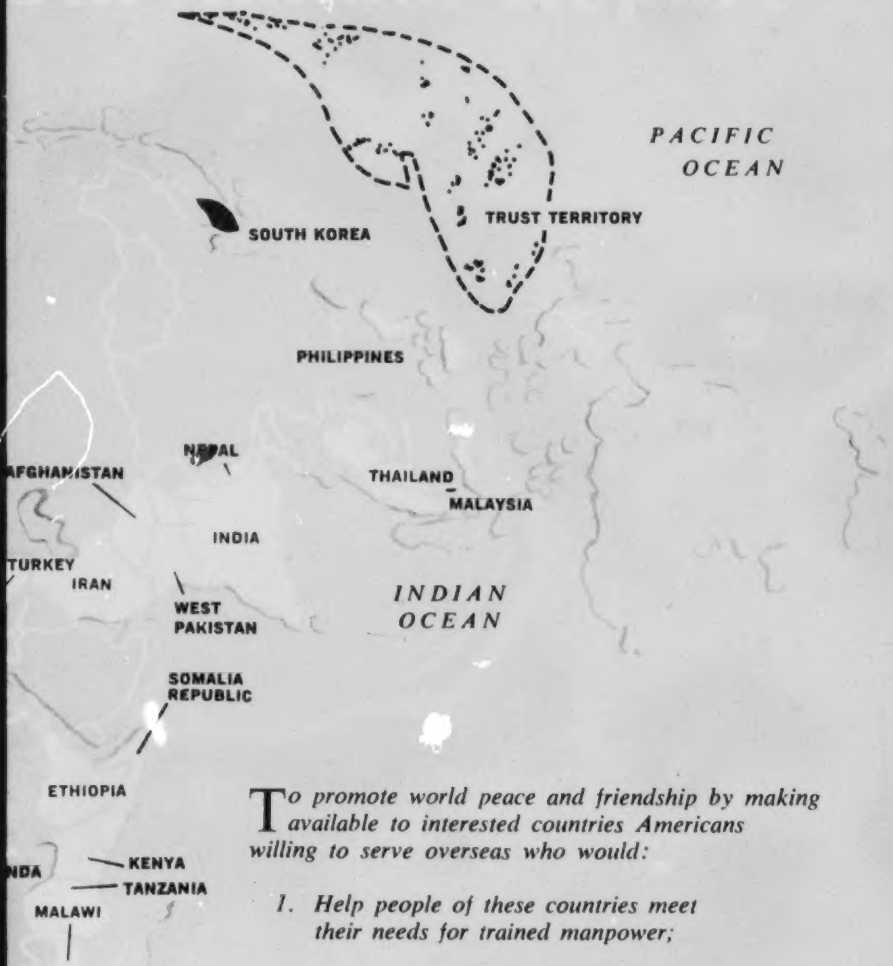
PEACE CORPS
PACIFIC OCEAN
ARCTIC OCEAN
ATLANTIC OCEAN
BRITISH HONDURAS
GUATEMALA
EL SALVADOR
HONDURAS
COSTA RICA
PANAMA
COLOMBIA
ECUADOR
VENEZUELA
JAMAICA
DOMINICAN REPUBLIC
ST. LUCIA
BARBADOS
GUYANA
PERU
BOLIVIA
CHILE
BRAZIL
PARAGUAY
URUGUAY
TUNISIA
MOROCCO
LIBYA
MAURITANIA
NIGER
CHAD
SENEGAL
GUINEA
SIERRA LEONE
LIBERIA
IVORY COAST
GHANA
TOGO
CAMEROON
GABON
BOTSWANA
LEGEND
Host Countries
Host Countries added in 1967



To promote world peace and friendship by making available to interested countries Americans willing to serve overseas who would:

1. *Help people of these countries meet their needs for trained manpower;*

2. *Help promote a better understanding of the American people on the part of peoples served; and*

3. *Promote a better understanding of other peoples on the part of the American people.*

. . . From The Peace Corps Act,
passed by Congress September 22, 1961

PEACE CORPS

5th

ANNUAL REPORT

Summary

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I. Introduction: *An Idea for All Seasons* 4.

Built on strong feelings and high hopes, the Peace Corps has survived overwhelming popular acceptance, near deification, and some secret self-doubts. It emerges, after five years, as a solid idea with accomplishments to count.

II. New Directions: *1966 in Review* 10.

The Peace Corps changed Directors, re-examined its amateur standing and grew dramatically during the year. Training became an experience in itself as well as a springboard for the big job overseas. The impact of Volunteers on Peruvian students (right) and other citizens of 15 Andean villages was described in an anthropological study released in 1966. The returning Volunteer was entrusted with more of a share in the Peace Corps' future, and with the exception of the military, the organization became the number one "employer" of new U. S. college graduates as it set a new record for recruiting.

III. Country Report: NIGER *The Job of Social Change* 20.

Pessimists and professionals with pat theories need not apply for two years service in this proud, rugged, desert country where 81 Volunteers go out in the noonday sun and help build a new nation in three languages. A case history of one Peace Corps project which very nearly fell apart before it got started.

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(June 30, 1966)

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IV. A Pictorial History: *The First Five Years* 33.

From an idea outlined at San Francisco's Cow Palace (right), the Peace Corps became a reality in the lives of more than 20,000 Americans. Here, it is recalled in a photographic record of five short but meaningful years.

V. Statistical Summary: *The Numbers* 57.

Where do Peace Corps Volunteers come from? Where do they go? What do they do? What does it cost to send them there and back? How the Peace Corps has developed, plus some trends for the future, are graphically examined.

VI. The Returning Volunteer: *Impact at Home* 70.

Some 7,000 Volunteers as of this writing have completed their overseas tours and come home. They are, for the most part, changed, charged, challenged and very self-confident. How are they doing and what are they doing? Interviews with student nurse Ann Kessler (right) and other representative returnees provide a clue to the status of this new breed.

I. Introduction:

AN IDEA FOR ALL SEASONS

In 1961, the Peace Corps took the drab concept of public service and gave it dash. It was high adventure with higher purpose, a blow against the chauvinism of the 50's, a disarming, fresh approach to international relations. It appealed equally to the gambling instincts and social consciousness of youth, and to the forgotten idealism of older generations.

If the early Peace Corps was more of an approach than a solution, no one seemed to mind. In a world beset by ambiguity and chronic mistrust, it had the ring of truth and that was enough.

Today, five years later, it is not nearly enough. The Peace Corps is a victim of its own innovations. Once the child prodigy of public service, it must now skip quickly over adolescence and become a responsible adult in a world it helped to sophisticate.

The Peace Corps opened a sort of delayed-action Pandora's Box when it chose to expose and deal with the long-neglected *roots* of underdevelopment, those basic human ills that were soon to become part of the Peace Corps liturgy: poverty, hunger, ignorance, disease. Because other foreign assistance programs usually dealt only with the surface symptoms — economic instability, lack of technological progress, shortage of top-level manpower — the Peace Corps had what amounted to *carte blanche* at the grass roots. It could experiment, and with relative freedom.

The novelty of it all has protected the Peace Corps to this day, a fact which has been alternately a source of delight and disappointment to Peace Corps officials. Autonomy allowed the Peace Corps to develop in its own time, on its own terms, and to create a separate and scrupulously

20,000TH VOLUNTEER: Margo BeVier, 23, became a symbol of the Peace Corps' continuing growth in May 1966 when she arrived in Benin City, capital of Nigeria's Mid-Western Region, to take up duties as an English teacher at a women's training college. Here she shares a light moment with several students who wear their hair braided fashionably in long pigtails.

honest identity in the host countries.

Volunteer as Folk-Hero: For this, it paid an ironic price. Because it kept its vows of humility, hard work, sensitivity to local customs, simplicity of living, the Peace Corps earned an almost saint-like reputation in places where the American presence had sometimes been less than lovable. The word went out that the Peace Corps was dispelling the "Ugly American" image wherever it went. Volunteers were being called "ambassadors of good will." In short, the Peace Corps was good news — beefsteak on an international black eye. And so, the program which had been so carefully designed to avoid any taint of self-servingness found itself feeding the most notoriously self-serving of American instincts — the need to be popular.

No one was more aware of this need in the first three years than the Volunteers overseas. They bridled at the myth-making back home, were appalled and embarrassed by the extent to which the Peace Corps was being romanticized by parents, friends and news media. The banal realities of Peace Corps life, the frustrations in the way of progress in Peruvian, Malaysian and Indian villages, the unlikelihood that the Volunteer could make any dramatic changes during his two years' service, were glossed over. The modest accomplishments of the Volunteers, on the other hand — a small schoolhouse here, a minor change in

school curriculum there, a sewing class in one town, a soccer team in another — were hailed as miracles of ingenuity.

That the American public has doggedly clung to the surface glamor of the Peace Corps is not altogether its fault. There *was* something remarkable and exhilarating about the audacity of young, inexperienced Americans facing up to the overwhelming problems of underdevelopment in rugged and unfamiliar territory. The mere fact that they survived the "cultural immersion" in relatively primitive locations after only limited preparation was, in the wisdom of the early 1960s, fantastic. Quite simply, it hadn't been done before.

The Idea Grows: With the advent in 1964 of the poverty program, which was loosely patterned after the Peace Corps, the main thrust of the Kennedy-Johnson era became evident. Social change — now — was the name of the game, and the changing of *attitudes* was the goal first and foremost. Volunteers were not do-gooders who went out to the ghettos and backwaters of society to build a better mousetrap for the underprivileged (or "disadvantaged" as the new jargon had it); they were people who through a good deal of observing, talking, listening, and patient cause-and-effect repetition, were creating an atmosphere for change. Again in the new-era jargon, they were trying to establish a "meaningful dialogue" between the haves and the have-nots — an exciting yet maddeningly slow process.

But without much doubt, this process is the wave of the future.

As of June 30, 1966, 10,530 Peace Corps Volunteers were serving 46 developing nations, thousands of other volunteers were working in some phase of the anti-poverty program in the U.S., 18 modern, industrialized countries were exporting volunteers, and more than 15 developing nations had launched internal service programs. During the last year, more than 40,000 Americans applied for Peace Corps service, and while only a quarter of this number is likely to be selected, the Peace Corps plans to have about 15,000 Volunteers in 53 countries and one territory* by 1967.

The depth and intensity of the trend toward social action was evidenced further in the results of a survey of high school seniors concerning career preferences. (This survey has been taken on a continuing basis since the late 1930s). Up until this decade, the top or near-top choice was advertising; in the past two years, advertising has dropped to the bottom of the list, while Peace Corps — which is by no means an actual career — appeared at the top.

It would seem that this era of changing values, most visibly manifest on the college campus, has affected the high school student as well, giving at least half-a-lie to his supposedly hedonistic bent.

The Peace Corps Looks Ahead: The role of the Volunteer in 1966, 1967 and 1968 will be, *must* be, more important by several degrees than it has been in the past five years. As the forerunner of volunteerism as it exists today, the

* A U.N. mandate, the Trust Territory of the Pacific.

SCHOOL PARTNERSHIP: A Volunteer helps construct a school in Africa, made possible by the Peace Corps School Partnership Program (formerly known as the School-to-School program). As of June 1966, 138 schools had been built in 25 countries — all with the help of Volunteers — with money for materials raised by American school students. The host countries provide labor, guarantee a teacher and arrange for title to the land. The program has nearly tripled since 1965 and President Johnson has recommended that it grow to 1,000 schools. This across-the-board involvement of the Peace Corps, American school children and overseas communities is a unique venture in international communication.

Peace Corps must demonstrate that volunteering in an increasingly volatile age is an empty gesture if it does not satisfy the most pressing needs of a given country. In India, for example, where shortage of food to feed a population of 500 million has reached desperate proportions, the Peace Corps rose to the occasion by creating a specially designed, hard-headed program at the grass roots to help alleviate the problem. More than 1,000 Volunteers (the largest contingent anywhere) will be sent to work in closely-related projects such as poultry production, nutrition, vegetable gardening, family planning. India is a Peace Corps priority. (Other special Peace Corps programs, such as that in Micronesia, are noted elsewhere in this report.)

Still, the Peace Corps' effect in the developing world will always be basically catalytic. A Volunteer poultry worker in India hit upon the right formula when he said, "Find the farmers who are ready to move, and concentrate on them. The rest will follow."

The main difference between the Peace Corps of 1961 and 1966 is its faith in the liberal arts major, which has grown steadily with experience. While only 40 per cent of the more than 40,000 Peace Corps applications last year came from the college campuses, over 90 per cent of those selected come

EX-VOLUNTEER: Brenda Brown, 27, is one of 155 former Volunteers now serving as Peace Corps staff members overseas. Here, with Dr. W. K. Chigula, principal of University College in Dar-es-Salaam, Tanzania, she observes a school class. Brenda was a Volunteer in an early Philippines group and later worked briefly in a pilot project in experimental teacher-training in Washington, D. C., before heading abroad again.

EXPERIENCED HANDS: The Potters (above) have 60 years of teaching experience between them. Tom Potter was superintendent of education in Santa Rosa, California; his wife, Mary, a teacher. They astonished their friends by joining the Peace Corps. Says Mary: "Everyone told us what a noble thing we were doing, but you could tell they really thought we were crazy. At our age? When we were packed and ready to leave, I think people really envied us." The Potters, serving in Colombia, are among 172 Volunteers past the age of 50 now overseas.

from that 40 per cent. Why?

It has been found that in Peace Corps work, this category of American does the best job — who is, because of his age and background, at an unparalleled peak of energy, curiosity, flexibility and optimism. It has also been found that much of the work that needs to be done in the villages of developing nations does not require the services of skilled technicians; "experts" often feel frustrated or wasted at the grass roots level. An English major, on the other hand, who is trained to converse in a local language and can master one useful skill (poultry raising, basic construction, the organization of a credit cooperative), can supply a good deal of stimulus at the first stage of development.

Work That Really Matters: Many of the countries the Peace Corps serves are in the throes of self-discovery, groping for their own style of development. In this atmosphere, the wisest route to the future is not always clear. But more and more, the host countries and the Peace Corps are reading the signs the same way. When this happens, Volunteers do work that really matters to human life, and the most mundane task becomes immensely satisfying.

II. New Directions:

1966 IN REVIEW

A New Leader

In January 1966, Jack Vaughn was named Director of the Peace Corps, succeeding Sargent Shriver whose five-year tenure had brought the Peace Corps from the earliest days of the New Frontier well into the first phase of the Great Society.

As Shriver carried his commitment to public service to full-time stewardship of the Office of Economic Opportunity, Vaughn took over an agency in transition. Having found identity, acceptance and defined potential under Shriver, the Peace Corps will drive for a more important role in the developing world under Vaughn.

Vaughn was one of the original executive staff. From 1961-63, he was Director of the Latin America Regional Office at Peace Corps Washington headquarters. He was named Ambassador to Panama in late 1964 and later served as Assistant Secretary of State for Latin America, as overseer of the Alliance for Progress. Since becoming Peace Corps Director early this year, he has visited more than a dozen "Peace Corps countries" in Africa, the Middle East, Southeast Asia and Central America and has initiated programs in seven new countries as well as the Trust Territory of the Pacific (see below).

COMMUNITY DEVELOPMENT: The women of Chucuito, Peru, are advised on design and manufacture of native products by Volunteer Julia Zagar. She and her husband then relay the finished products to domestic and foreign markets through a local cooperative they helped found. These products bring first substantial revenue to this rural village in the high Andes. Chucuito was one of the communities studied by Cornell University anthropologists. (See page 12.)

New Countries

The question of growth in the Peace Corps remains fluid. There are needs to be satisfied in the world and as long as nations continue to request Volunteers, expansion is inevitable. As of June 30, 1966, there were 10,530 Volunteers in 46 nations; by 1967 there will be some 15,000 in 53 nations, plus one territory.

The new programs announced during the last months of the fiscal year are:

► *Trust Territory of the Pacific (Micronesia):* Scattered over nearly three million square miles in the Pacific Ocean are 2,141 islands and atolls that were seized by American military forces from Japan after some of the bitterest fighting in World War II.

A United Nations trusteeship, the islands are now the responsibility of the U.S. Department of Interior. The Congress of Micronesia, representing its nearly 100,000 citizens, has asked for Peace Corps Volunteers to help build a more stable social and economic base to prepare the way for eventual self-government.

Nearly 500 Volunteers will be working on 80 of the 97 inhabited island locations by early 1967. The first two groups entered training in Hawaii and Key West during the summer; another group will train late next fall. The majority of Volunteers will be liberal arts graduates engaged in a wide spectrum of activities: teaching, public health, public works, public administration, agriculture and community development.

► *South Korea:* Many of the 100 Volunteers slated for September arrival in this lately peaceful country were in the fourth grade at the time of the Korean War. They are now training for jobs as English, math and science teachers in 45 South Korean communities, including the capital city of Seoul.

► *Guyana:* Formerly British Guiana, this small South American nation achieved independence in May 1966. The first Peace Corps contingent calls for 40-50 Volunteers — teachers, architects, engineers.

► *Paraguay:* Paraguay will soon be the twentieth Latin American country to utilize Peace Corps Volunteers; approximately 30 will arrive in early 1967. Most will be involved in rural community development but four are scheduled to teach in Paraguayan universities.

► *Chad:* This former French colony, bordering Libya on the north, is part desert, part swampy woodland. Wildlife abounds. The first Peace Corps project consisting of about 30 Volunteers will include rural development, English teaching, and re-training for nurses. The Volunteers will arrive early next fall.

► *Botswana:* About 55 Volunteers will begin work in the British Protectorate of Bechuanaland, which will become independent (and renamed Botswana) on September 30, 1966. Some will help expand the school system, others will work in rural development projects. The Peace Corps Director in Botswana, Russell Schwartz, is the first former Volunteer to be appointed to head a country program (the second: Robert Klein in Ghana).

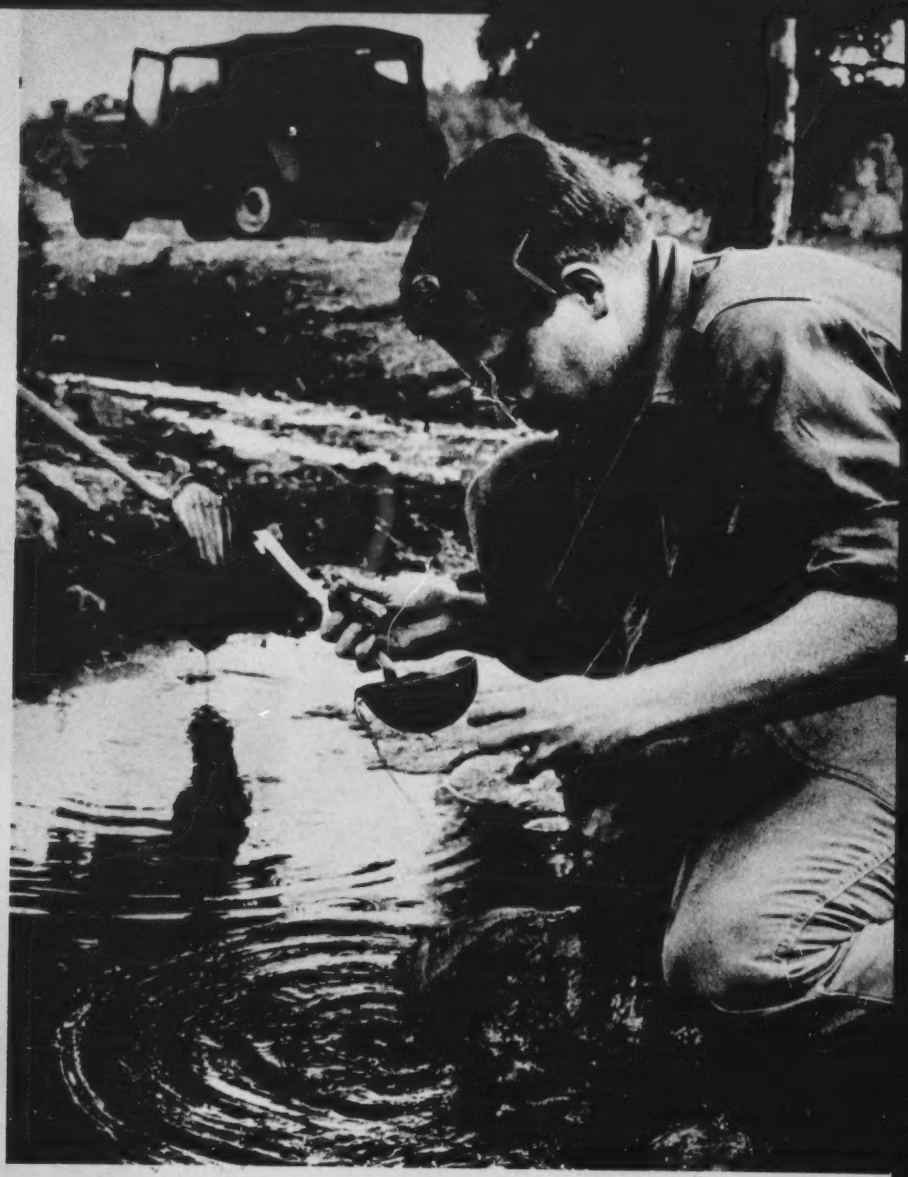
► *Mauritania:* Another former French colony, with a tongue-twisting capital, Nouakchott, Mauritania is part of the Sahara desert. A contingent of 12 rural development Volunteers will form the first Peace Corps group there.

► *Libya:* The 20 Volunteers who are in the first group for Libya were born at about the time Libya was making daily front-page headlines as the scene of a famous World War II battle between the forces of Field Marshal Montgomery and General Rommel. The Volunteers will teach English.

Volunteers already serve in the neighboring North African countries of Morocco and Tunisia.

The Cornell/Peru Report

"Measurement of Peace Corps Program Impact in the Peruvian Andes" is the official title of a



MOSQUITO HUNTER: Gerald Patrick majored in English before joining the Peace Corps. Today he explores Morocco by jeep, collecting and classifying insects as part of a malaria control study. Patrick is typical of what the Peace Corps calls "generalists" (liberal arts graduates trained to handle specific technical assignments). Malaysia, Malawi, Bolivia, Brazil, Niger and the Dominican Republic also have public health programs manned by Volunteer generalists.

329-page academic work known at Peace Corps headquarters as the Cornell/Peru Report. Published in January 1966, it reports on a two-year study by a group of anthropologists from Cornell University.

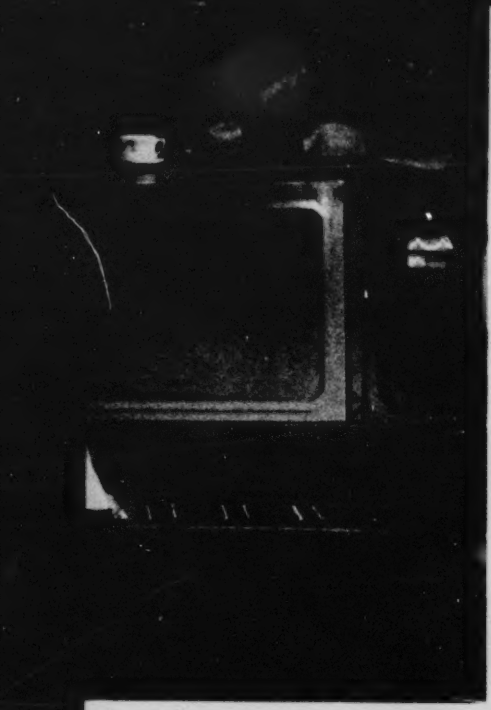
Fifty Peace Corps Volunteers were put under a social science microscope from the time they entered training in the summer of 1962 to the time they completed service; the 15 communities where they worked were assessed before, during and after their tours.

The report states that "the Peace Corps program in the Peruvian Andes did achieve a measurable impact"—communities with Peace Corps Volunteers developed nearly three times as fast as those without.

Peace Corps' first Director, Sargent Shriver, viewed the report as being of "great practical and historical significance."

Cooperative Effort: "For the first time," said Shriver, "we have objective, scientific validation of the successes Peace Corps Volunteers are registering in the field of community development. It is hard, demanding work in isolated areas under sometimes difficult and frustrating conditions, but the report shows that the Volunteers have been successful even beyond our initial hopes."

Dr. Henry F. Dobyns, one of the Cornell research team leaders, describing the report's findings, said that in the field of community development "results are normally computed over the course of decades . . . (but) these Volunteers



ELECTRONIC-AGE TEACHING: In countries where illiteracy binds people to their past, the Peace Corps is reaching an estimated half-million adults and children through educational television programs beamed into schools and community centers. The Peace Corps approach to ETV, first used in Colombia, is now operative in four other countries: Peru, Jamaica, Thailand and Malaysia. Volunteers are involved in production, programming, installation and repair and "utilization," the last of which is Judy Allen's job. She travels from school to school showing Colombian teachers how to make the most of their ETV fare. Left, Judy visits the control room of the Bogota studios where the nation's extensive TV system originates.

produced measurable results in two years. Some would consider this progress incredible."

The report also concludes that roughly 80 per cent of the Volunteer success in these communities occurred when Volunteers worked with other organizations, and that the Volunteer appeared to be an effective conduit for small amounts of U.S. AID funds.

For instance, $980 of AID money, plus one Volunteer capable of organizing a community, produced a jackhammer, a saving of years of labor, and an irrigation canal between two villages which now provides drinking water and some electricity for the first time. Observed one Peace Corps official, "The Volunteer needed the jackhammer, the jackhammer needed the Volunteer, and the village needed both."

Training

Peace Corps training has been called an experiment in pressure-cooked education, and the experimentation goes on apace; open-mindedness is the only hard-and-fast rule. The goal remains: put the maximum possible amount of reality into Peace Corps training in order to narrow the experience gap between training site and overseas job assignment. This means that no two training programs — even for the same country — are exactly alike. Peace Corps training may well be the greatest variety show in America today.

HUNGER FIGHTERS: Since 1962, the Peace Corps has had notable success in building a viable poultry industry (and providing a source of much needed protein) in many sections of food-hungry India. In the past six months, Peace Corps-assisted poultry farms have increased egg production 173 per cent. A former Iowa farmer, Ernie Peterson (left) was one of the early Volunteer poultry experts. Now an Associate Rep in India, he instructs newly arrived Volunteer Bill Divis in aspects of poultry management. India continues to search for ways to feed its population of half a billion persons. Among U.S. responses to Prime Minister Gandhi's April request for help will be the placement next year of over 1,000 Volunteers (double today's force) in Indian villages. Most will work in teams to help solve village food production and nutrition problems and provide birth control education as well.

This summer, 7,500 trainees are scheduled to prepare for over 125 separate overseas programs at about 90 institutions. Classes are smaller and discussions (the seminar approach) more prevalent than lectures. Subject matter (customs and culture of the host country) is more closely integrated with language training (which consists of 300 hours of the 12-week training period), which in turn is geared to the vocabulary of the job: teaching, poultry work, health education, construction, etc.

More than 400 returned Volunteers have already been used in training programs this year, and 400 more were hired to participate in programs this summer. This year for the first time returned Volunteers hold top positions on the training staffs, including that of project director. The day-to-day overseas experiences of the former Volunteers are joined to a teaching structure, with the result that trainees are getting a better grasp of the Peace Corps' role in the developing world.

Action Off Campus: A greater meeting of the minds between academia and returned Volunteers has been achieved. Academic approaches are thrown out when realism would be preferable. Thus, practice teaching and community development are being experienced rather than taught. City slums, small towns, southern farm communities, migrant worker camps and Hawaiian villages have become the campuses for Peace Corps training in many instances.

The Peace Corps' own training camps in Puerto Rico and the Virgin Islands are being expanded because they are the best forums for new ideas and approaches in field training. Experimentation in these camps over the past two years has led to innovations in field training on American campuses, too.

For instance, last summer a small liberal arts college near Washington, D. C., known for its Great Books seminars, came "down to earth" and successfully trained a group of liberal arts graduates to be poultry farmers in India. This program seemed to combine the most important elements of the Peace Corps life: philosophy and practicality.

Peace Corps training could become a bridge between the most tradition-minded elements of the educational community and the "Berkeley era" student. The more imaginative Peace Corps training can become, the more it will "speak" to both of these elements. No other government agency has such close ties with the academic community; the influence of the one on the other is considerable. Their futures are intertwined; and together, they must produce human beings who can make sense of their environments.

New Techniques: Two extremely promising steps in this direction are the Advanced Training Program and In-Country Training.

Advance Training Program is open to a limited number of Peace Corps-bound college students who begin training *14 months before* Peace Corps service — first, during a preliminary training program during the summer following their junior year. Second phase: during their senior year on campus they add the area studies and language courses that relate to their future assignments. And third, they do a final stint at a training site after graduation, and thus go overseas both philosophically and technically better prepared.

"In-country" training was first tried two years ago at Robert College in Turkey when teacher trainees received the first half of their training in the U.S. and the second half in the host country. This experience helped the Peace Corps clarify its objectives for this kind of program. This year, "in-country" training has been extended to Volunteers working in agriculture projects in India and community development workers in Latin America.

Generalists an Important Force: In 1961, the notion that American college students could even hold their own for two years in an underdeveloped or developing nation was subject for debate. Today, in mid-1966, the same category of student (the liberal arts major) is going overseas conversant in at least one of nearly 90 languages and dialects the Peace Corps teaches,

and equipped with at least one new useful skill, sometimes equal to an apprenticeship in a trade. The Volunteers today do important jobs, ones that relate directly to the most crucial needs of the host countries. They are a force for progress, not just a friendly presence.

Long-Range Planning

The Bureau of the Budget asked the Peace Corps this year to submit a Program Planning Budget System (known, inevitably, as PPBS). Basically this means that the Peace Corps is now believed to be in a position to plan five (or more) years in advance the type of program and the number of Volunteers it will send to the host countries.

Having become a viable force for development, the Peace Corps is in a sense losing its amateur standing and joining the big league in overseas assistance.

To keep up with the changing needs and shifting priorities of a developing nation is, however, no mean trick. It will require cold-eyed appraisal, and agonizing reappraisal in some cases. Yet it jibes with the standards the Peace Corps has set for itself: to attack the major problems of a given country, to waste no Volunteers on low- or medium-priority assignments.

Preliminary forecasts, developed by the Peace Corps in consultation with host governments, indicate a marked shift to agriculture and related rural development activity for the Peace Corps in the next five years, according to Sol Chafkin, the agency's planning and programming director.

The PPBS concept, once applied only to corporate investment planning by major U. S. firms, has more recently been introduced to government, particularly in the military and space fields. It focuses on management by objective, rather than by organizational unit, and calls for the preparation of precise goals and the hard-headed weighing of cost effectiveness of various techniques to achieve these goals.

Director Vaughn commented: "Establishing the system has not been easy because of the many intangible aspects of our overseas operations. It has also been important that we maintain the spirit and spontaneity of the Peace Corps while developing this more sophisticated management tool."

Recruiting

The Peace Corps this year, for the first time, not only met but exceeded its manpower goal, and at the same time became the country's number one employer of newly-minted college graduates.

No other single organization, in or out of government (military obviously excepted) attracted more new college graduates to their ranks.

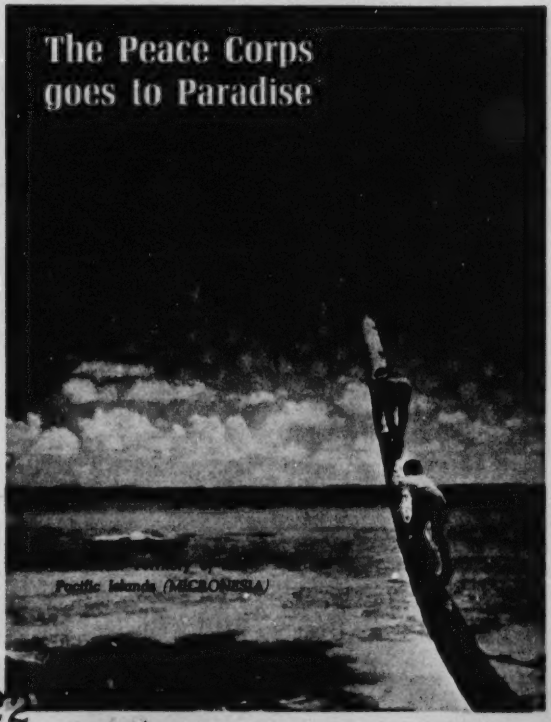
The goal was an input of 9,200 trainees, up 8.5 per cent from 1965. Based on past selection experience and acceptance rates, this meant a minimum of 28,000 applications. Some 40,385 did apply, and by the end of June a record 10,300 had accepted invitations to begin training during the summer and fall, a 10 per cent increase over the original goal.

Much of the credit for this major upsurge in interest goes to a group

of 60 returned Volunteers who took over the job of describing the Peace Corps experience during visits to 1,000 campuses. These recruiters limited their search for applications to seniors and graduate students who would be available for this year's training programs (the exception was a limited number of would-be Volunteers in their junior or senior years who were eligible for the Advance Training Program).

Peace Corps and the Draft: Suggestions that the Vietnam war and the increasing pressures of the draft would have some sort of negative effect on recruiting proved unfounded. One University of California professor, opposed to the U.S. participation in Vietnam, tried to persuade students to boycott the Peace Corps. He argued that the Peace Corps was just another extension of U.S. foreign policy. His pleas fell on deaf ears. More than 1,000 Cal students applied for Peace Corps service during the year.

The build-up of Selective Service calls was closely studied by the Peace Corps, but at least one key indicator seemed to refute the notion that the cold wind of the draft was stimulating applications. Since 1961, the composition of the Peace Corps has been about six males for every four females and during the past year the same 60-40 ratio remained constant.



UNIQUE BID: An intensive one-month recruiting effort on selected campuses during the last weeks of the school year produced a record 3,000 applications for a newly announced program in Micronesia, the Pacific Trust Territory. This is the cover of the informational brochure used by recruiters. Despite the alluring theme, the literature called attention to "the problems in paradise" and the need for educational, health, agricultural and technological help among the nearly 100,000 inhabitants of this vast Pacific island chain.

III. Country Report: NIGER

THE JOB OF SOCIAL CHANGE

Niger is a hot, dry, landlocked, sub-Sahara country where the physical energy of the uninitiated can be quickly sapped, and where a knowledge of at least two of several local languages is a necessity if one is to remain for any length of time.

Fifty years of French presence, which ended with Niger's independence in 1960, made French the operative language on some levels, but a working knowledge of either Hausa, Djerma or Kanuri is just as necessary.

The Peace Corps sent 16 Volunteers to Niger in late 1962 and early 1963. All were male — Niger was thought to be too rugged for American girls.

Seven of the new Volunteers were English teachers whose familiarity with the French language would have been more than adequate on a European vacation, but was not nearly good enough for a totally non-Anglicized, un-tourist-trodden Niger. And it became increasingly evident that teaching English as a foreign language (TEFL) was more of a "luxury item" for Niger than a necessity.

The nine agricultural Volunteers had slightly better assignments, but they were too widely dispersed across the arid countryside; their efforts attracted no widespread notice. And language was a problem for them, too.

The language problems, programming problems and the inhospitable climate (which seemed to preclude any dramatic developmental strides), plus a high turnover of Peace Corps staff at headquarters in the national capital of Niamey, threatened to turn this early-day Peace Corps project into a near shambles.

At the end of the first year there was serious talk of "pulling out" of Niger once the first 16 Volunteers had finished their two-year assignments.

The Virtue of Patience: That the Peace Corps did not leave Niger is a testament to the Peace Corps' devotion to patience. Thanks to several promising changes in administration and operation that

The Peace Corps' First Failure Could Have Occurred Here, But Today the Project Flourishes

ENGLISH MAJOR: Vicki Soucek (a native of Winchester, Mass.) was graduated from Tufts College a year ago. Today, she is a health worker in Illela, Niger, an isolated agricultural community where there is no industry, no electricity and no running water. The only European products available are tomato paste and cocoa. Illela is in the throes of a drought; infants suffer from malnutrition and diarrhea with resulting dehydration. Here, an American college girl with three months of Peace Corps training in the United States can make a dramatic difference.

began to occur in 1964, it hung on. And if the first two years were a disappointment, the second two have been, comparatively, just short of revolutionary.

Four things were largely responsible for this dramatic change: 1) after two years of strained familiarity, the Peace Corps and Niger had at least established a tentative, beginning dialogue about Niger's real needs; 2) a strong new Peace Corps staff had been assembled; 3) Niger's President, Diori Hamani, and other Nigerien officials responded to the vigorous new look at Peace Corps local headquarters and looked with increased interest on 4) the new group of Volunteers who were, inevitably, better prepared — psychologically, technically and linguistically — for their jobs.

Today, the Peace Corps program in Niger is one of the most successful in Africa, and possibly in the entire Peace Corps orbit. And, while convincing arguments can be made for large numbers of Volunteers to tackle a multitude of problems in major host countries, an equally strong case can be made

NIGER is larger than the combined area of Texas and California, but most of its 3 million people are concentrated along the southern border from Niamey to Lake Chad. Its output averages $75 per person annually, mostly in peanuts and cotton (the chief export crops), livestock, gum arabic, tin, tungsten and hides. Niger's literacy rate is estimated at 5%. The average lifespan of its people: 38 years.

NIGER DIRECTOR of Peace Corps for past two years was C. Payne Lucas who holds a master's degree from American University and is widely traveled in Africa. Lucas, 33, is now deputy African regional director in Peace Corps Washington headquarters. He prepared for Niger post with two year tour as Associate Rep in nearby Togo. Here, he talks with Togolese village elders.

for the relatively small (81 Volunteers), compact and highly personalized program that exists today in countries such as Niger.*

Four Men: For those who believe that men mold events rather than the other way around, the story of the Peace Corps and Niger will be especially gratifying.

Four men — together — made the difference. C. Payne Lucas was a 31-year-old dynamo when he arrived in Niger as Peace Corps country director in June 1964. With a master's degree from American University, a year as an African operations officer at Peace Corps/Washington, and 18 months as Associate and Acting Peace Corps Director in Togo (another French-African nation), Lucas came to Niger with no illusions, yet still optimistic.

Each Volunteer must do a job that related directly to Niger's development. "Otherwise," said Lucas, "who needs it?" Out went English teaching and one-man agricultural assignments.

Lucas' Deputy in Niger was Paul Cromwell, whom he describes as a "patient perfectionist." Cromwell was 26 when he took this post, quickly established excellent rapport with the Volunteers, constantly coaxing them to improve their languages and delve deeply into Nigerien culture, recording their discoveries. (Cromwell had nearly three years' experience on the Peace Corps Washington staff, specializing in Africa, before going overseas.)

Dave Nicholas was the 28-year-old Peace Corps physician in Niger who joined the staff upon graduation from Yale Medical School. In addition to his job as doctor to the staff and Volunteers, he designed a public health program, the first of its kind for the Peace Corps in Africa that depended exclusively on liberal arts graduates (all of them women, as it turned out).

* Of the 46 Peace Corps countries at the end of FY 1966, 16 of them had fewer than 100 Volunteers and another nine listed less than 200. At the other end of the scale, seven countries had more than 500 Volunteers at work.

MAIN STREET, ILLELA: Pack camels and donkeys are the normal means of transportation in this area; camels carry the larger long-

Niger's active 49-year-old president, Diori Hamani, was necessarily the key figure of the foursome; not merely because he is president but because, as Lucas puts it, "he has a touch of Kennedy. He is pragmatic, articulate, a ball of fire, aware of the world, and deeply concerned about his country."

Diori presides over a numerically manageable country; the total population is approximately three million, 95 per cent of which is rural. Only 40,000 people inhabit the capital city of Niamey.

People, Attitudes First: Both Diori and Lucas were therefore determined to be rigorously realistic, to avoid overly ambitious development programs, "showcase" stopgap measures—in short, everything that did not attack the often-invisible root causes of underdevelopment. People and attitudes first, technology and hard cash later. They agreed that the main task was to improve the quality of the predominantly rural life in Niger, to encourage the mass of Nigerien people to organize, using their own natural and human resources.

Underdevelopment would be defined as lack of developmental values: enlightened self-interest, the profit motive, the work ethic, fair play, community pride. President Diori would emphasize the importance of the work ethic. (He told the Volunteers in a recent speech that their willingness to live in the villages and do manual labor was a sharp goad to Niger's own youth movement.)

But in the process, the Volunteer

distance loads and are a higher status symbol than donkeys. These are carrying a supply of millet (local grain) from outlying areas.

has had to cope with the schism between the elite and the masses. His instincts are to side with the masses, the people he has come to help, but it is the elite who hold the power of decision, who control the Volunteer's job.

Picking their way through conflicting class values is both the problem and opportunity of Volunteers in all of Africa. Examples of this conflict crop up in a dozen details of the Volunteer's daily life. Each time he picks up a tool, he is commenting on the elite's view that manual labor is beneath an educated man.

The austerity of the Volunteer's housing (many Volunteers in Niger live in the legendary mud house) is another comment on elite values. The Volunteer must not alienate the elite, on the one hand, but must not conform on the other. If he does, he will go home without having any real effect on Niger's development.

People vs. Skills: The Niger Volunteer, however, has usually found a place somewhere between the extremes of conformity and confrontation. One Nigerien official pointed out that the Volunteer who is successful in all of his personal relationships has a good deal of freedom to innovate. "We Africans," he said, "judge outsiders as people, not as technicians."

In an African village, human rather than technical skills *do* become more important. Language facility coupled with the desire to communicate opens many doors. Thus, Lucas put the most stock in the well-rounded, flexible "generalist" (liberal arts graduate) whose motivation is to operate — and succeed — on a personal level.

WELL BABY CLINIC: Volunteers Vicki Soucek and Nancy Keith (a French major, State University of N. Y.) are attached to the local dispensary in Illela, now speak Hausa well enough to instruct local mothers in basic nutrition and hygiene, *al fresco.*

RAPPORT: When this Nigerien woman spotted Vicki on her rounds, she stopped, embraced her, told the photographer, "Take a picture of mother and daughter." Vicki and Nancy live in a Moorish-style mud-and-straw house. "We love the people and love our work," says Vicki, "but I often find myself dreaming of the ocean."

Drive is what is needed; skills can be learned.

And they have been learned by the Volunteers in Niger. Lucas flew to Southern Illinois University in Carbondale, Illinois, to help put the third group of Niger-bound trainees through their paces. "I made sure they knew they would have to be special," he said, "and that their assignments were going to be tough and damn important and that Niger was a real no-nonsense Peace Corps country.

It Was Exhilarating!

The reaction of a liberal arts graduate to her public health assignment in Niger. An important component of national development is health education. In Niger it consists of changing people's habits, *not* performing appendectomies. Progress comes from knowing people, speaking their language. Still, these girls have actually saved lives by using local foods that are not traditionally fed to Hausa children.

HYGIENE LESSON: "Rural people here do not connect disease and dirt," wrote Vicki and Nancy in a 35-page report on Illela. "Dishwashing, personal hygiene and compound cleanliness (therefore) suggest our major theme: dirt causes sickness." They tell the mothers that it doesn't matter whether or not they can see the dirt; "if you don't wash everything with soap, you will become sick." At right, Vicki demonstrates by giving a Nigerien baby a scrub-down.

"When they finally arrived, they were *steeled*. Then they found this legitimate government interest in them, and they responded. I doubt if many Volunteers feel more needed than those in Niger today."

Group Approach: Unlike the early days, Volunteers in Niger now work in pairs or groups, and *with* groups rather than individual-to-individual. Instead of trying to build up one counterpart who will carry on his work, the Volunteer

now strives for the maximum interaction with the community around him and coordinates his work more closely with that of other Volunteers — no matter how different their jobs may be. It is a concept that is being tried in other countries such as India, and elsewhere in Africa, where the emphasis has been shifting from pure classroom teaching to overall rural transformation. The focus is on extending government services to the people; the Volunteers in Niger are on the cutting edge of the government's programs.

Because of its climate, Niger will probably never be a bountiful land, nor is it likely to become a top competitor in the world market. But it is determined to live in the 20th century, and to be totally self-sufficient. Thus, the idea of rural transformation suits it well, possibly better than some of its more lavishly-endowed and more worldly-ambitious neighboring countries. Not wishing to copy the European or other African styles of development, Niger has an excellent chance to become the model for other rural nations.

Peace Corps assistance in Niger proceeds along three major lines: public health, agriculture and adult literacy.

Changing Habits: "If you can teach public health to a Nigerien mother, you can certainly teach it to an A.B. Generalist," said Peace Corps/Niger staff physician Nicholas. Or, to put it another way, if you can't teach it to a liberal arts graduate in three months of training, you probably can't teach it to the Nigerien housewife.

The point is that public health in Niger consists of elementary changes in people's habits and

generalists can attempt this as well as, and often better than technicians who rely only on their skills and have little understanding of the local scene.

The 15 generalist health workers now in Niger started on a research project as soon as they arrived. They spent the first three months in their towns just learning: they observed the dispensaries, practiced their Hausa, got to know the town, the people and the power structure, and found out all they could about local health habits. At the end of this learning period, each Volunteer sent Dr. Nicholas a report describing the local health situation and out-

GENERALIST FARMER: Volunteer Clark Kerr works with a student at a Nigerien agriculture school, showing him proper plowing techniques. Neither Kerr, a political science graduate from the University of California, nor most of his Peace Corps colleagues-in-farming have backgrounds in agriculture.

lined her plans for an area health program.

The resulting reports went beyond the staff's highest expectations.

From Linda Ewing (a former French major at Wilkes College in Pennsylvania) and Mary Blanford (a history major, Stephan Austin State College, Texas) after two months in Tessaoua came a 14-page report which included sections on the economy of Tessaoua, local sanitation problems, prevalent diseases and Hausa medicines and treatments. From two other former liberal arts majors, Nancy Keith and Vicki Soucek in Illela (page 26), came a 35-page report containing a similarly thorough examination of their region.

The Peace Corps supplements this rural health program by providing nurses for the faculty of Niger's School of Nursing in Niamey.

How Long Is 1,000 Years?: The health workers in Niger are attached to local clinics, but most

make home visits as well. A visitor from Washington headquarters recently accompanied Jane Dodez (a political science major from Tennessee's Maryville College) on an afternoon's rounds. The first stop was the house of a woman who recently had been absent from the well-baby clinic. Jane brought along a brightly painted flip chart that described how to make a liver puree for young babies. The chart is one of a series designed by Jane's roommate, Joyce Holfeld, a history major from Furman University in South Carolina. These charts cover such subjects as conjunctivitis, fly control, sanitation, etc.

"Jane and the woman began chattering in rapid Hausa about babies," said the visitor. "You didn't need to understand Hausa to appreciate the attention the woman was giving to Jane's comments, or the frequent joking between the two.

"Later the woman showed us the garbage pit she had deepened to discourage flies, and the straw fence keeping the animals away from the human area. Both were projects she had undertaken at Jane's suggestion."

"You know," said Jane as they left, "I just keep thinking about that European doctor last year. He told me I wouldn't be able to accomplish anything if I stayed a thousand years."

The Men From UNCC: Twenty-one Volunteers are working with Niger's new, progressive rural development agency, UNCC (Union Nationale de Credit et de Cooperation).

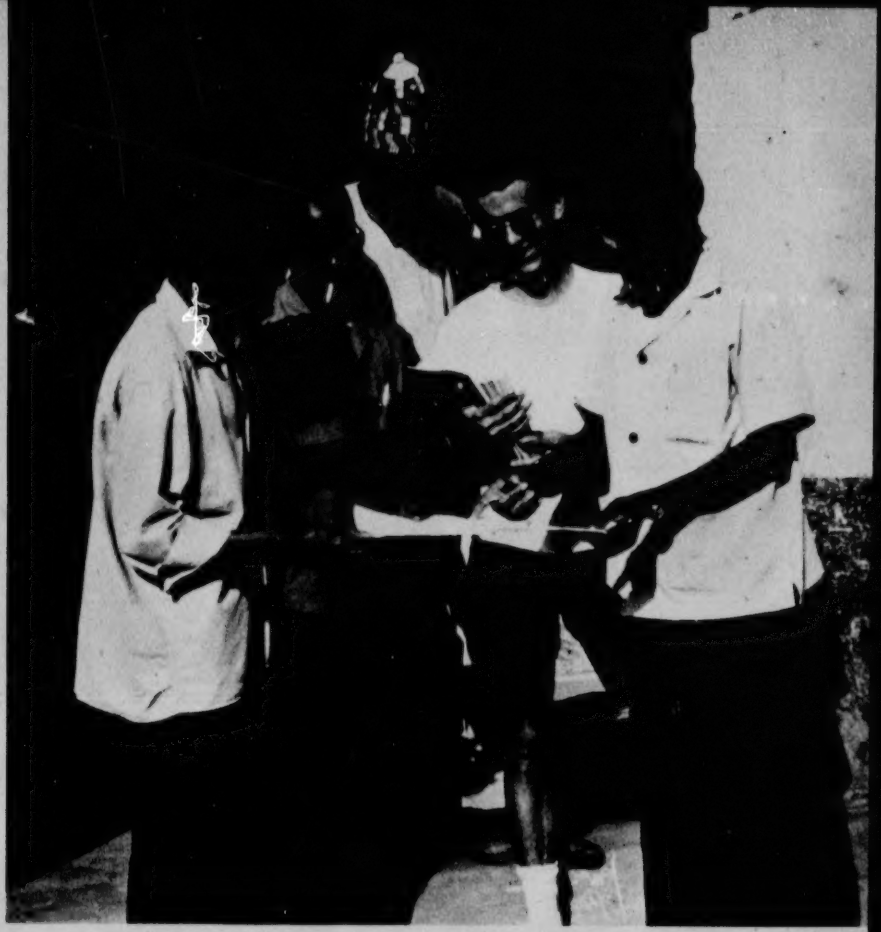
UNCC aims to reform marketing and promote cooperatives and new agricultural techniques. The UNCC Volunteers (all generalists) are assigned in pairs to small towns where there are usually no other foreigners, and few if any social distractions. Thus, the Volunteers literally become part of the community.

UNCC is the generalists' cup of tea. The job primarily involves community organization, co-op management, accounting; it does not demand a background in agriculture nor any formidable "ag" skills. The UNCC chiefs nonetheless speak of the Volunteers not as nice young Americans spreading good will but as men doing a crucial job.

A year in the life of the typical UNCC Volunteer begins in the fall when he works on buying the harvest of peanuts or rice, which means keeping accounts and seeing that the produce is honestly weighed and cleanly bagged. Then, he will supervise the collection of payments on loans made the previous crop year.

In the early spring, the UNCC Volunteer learns the use of equipment, such as animal-drawn plows, which he will demonstrate during the summer (see photo, page 29). All through the year he will help supervise the management of a cooperative store set up in his town by UNCC to provide basic goods at low prices. The heart of his job is communicating with the farmer, explaining the whole process.

"Everything the UNCC Volunteer does," says Director Lucas, "is designed to give the Nigerien farmer a fair shake." The long range goal: to make the villages of Niger more independent, more able to master their environment.



'Mr. Perhaps' Gets Things Done

Volunteer Peter Easton helped design and build a model community center in Madaoua, Niger, a town of 5000 people, and is extending his service a third year to shepherd the center into sure self-government. At the moment, he worries that "my American get-things-done style is too heavily stamped on the center, and I am trying to stay more in the background. I remind the people here that it is *their* center, that I am just a consultant." Easton believes that the very presence of an American Peace Corps Volunteer is 30% of the job: "The way we walk, talk, gesture, operate is an education in itself. It gives them the idea there is another way to be, another way to do. And we learn something about ourselves in the process. When I first arrived, they called me 'Watakila', which means 'Mr. Perhaps' in Hausa. Now I am acknowledged by 'Mayki, baaka sawka banzaa', which is a Hausa saying meaning 'The Vulture Never Swoops Down Without a Reason.' In English, its equivalent would be, 'This guy never drops in just to chat; he's always got a project in mind.' It's all very jovial and affectionate, but all too true."

Knowledge and Identification: Nine Volunteers are working in adult literacy: eight as regional inspectors of adult literacy classes and one, a woman artist, who is illustrating teaching materials.

The broad aim of literacy is to give the common man in Niger a sense that he belongs to a nation by giving him the means to discover that his government wants to communicate with him.

In addition to instruction in how to read and write in the local languages, the program includes: 1) encouraging the idea of local newspapers, and 2) more and better community centers.

The newspapers — mimeographed news sheets — contain whatever interests the villagers most: road accidents, meetings, birth announcements, humorous incidents, elections, even letters to the editor. They also include explanations of government services and occasional articles on health or new agricultural methods. For the Nigerien villager whose world tends to be one-dimensional, there is a great shock of recognition when he sees his name in print. His existence has been acknowledged. This provides his first incentive to participate in community life.

The aim of the community centers is to join the efforts of various agencies and Volunteers in all of Niger. Volunteer Peter Easton, an honors graduate from Amherst College (who has a reputation among Nigeriens for speaking Hausa better than the Hausa), encouraged a community center in Madaoua, now half-built. It is important because it is being financed by the contributions of poor peasants, not by *functionnaires*.

The building will house a permanent literacy office, a newspaper workroom, films, and a free lending library. Rooms will be available for talks by whomever the peasants want to invite — agriculture agents, medical and health personnel, etc. Here, the peasant will in a sense be host to the elite. If it works, it will be a subtle but effective breakthrough in communication between the classes.

Easton's work in Madaoua (see page 31) is a good example of the new African strategy: rural transformation in the making.

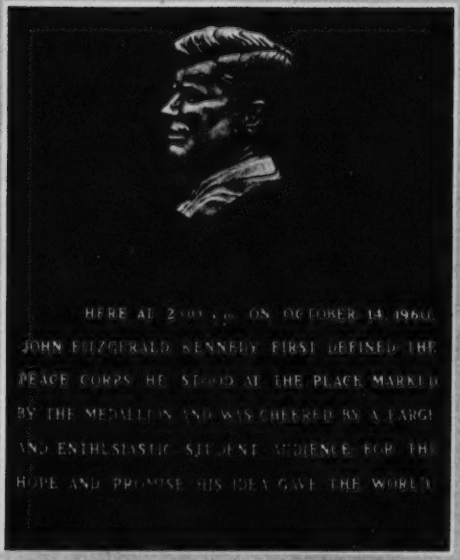
Step-by-Step: One French African expert who has recently visited Niger applauds the low-key approach that now typifies the Peace Corps there: "No one is really sure what makes an African village develop. That is why Peace Corps generalists do well in Niger. They feel their way step by step; they have no preconceived idea of what the next stage is going to be. It is dangerous to think you *do* know. Things have to evolve naturally. Change must come from within."

Lucas believes that getting the right kind of Volunteers and giving them large responsibility is the key. "In Niger, the Volunteers do the program planning. *They* identify the needs, *they* decide what to do about them. We simply back them up. Many of the Volunteers will help train the next group, just as the last group helped train this one. I think we have got something going.

"I have traveled all over Africa," he continued, "but I have never seen the citizens of a country, from the President on down, so determined to move ahead or so wise about how to do it as in Niger. It is an exciting thing to be part of."

IV. A Pictorial History:

THE FIRST FIVE YEARS


HERE AT 2:00 A.M. ON OCTOBER 14, 1960
JOHN FITZGERALD KENNEDY FIRST DEFINED THE
PEACE CORPS HE STOOD AT THE PLACE MARKED
BY THE MEDALLION AND WAS CHEERED BY A LARGE
AND ENTHUSIASTIC STUDENT AUDIENCE FOR THE
HOPE AND PROMISE HIS IDEA GAVE THE WORLD

"How many of you are willing to spend ten years in Africa or Latin America or Asia working for the U.S. and working for freedom? How many of you (who) are going to be doctors are willing to spend your days in Ghana? Technicians or engineers, how many of you are willing to work in the foreign service, and spend your lives traveling around the world? On your willingness to do that, not merely to serve one or two years in the service, but on your willingness to contribute part of your life to this country, I think, will depend the answer whether we as a free society can compete."

John F. Kennedy, Oct. 14, 1960
University of Michigan Student Union, Ann Arbor

An Idea Whose Time Had

***AT SAN FRANCISCO COW PALACE** just two weeks after his first reference to the Peace Corps idea at Ann Arbor, Presidential Candidate Kennedy outlined the new concept of public service in a formal speech.*

***THE PEACE CORPS ACT** was signed into history less than a year later, by President Kennedy, who gave the first pen to his brother-in-law, Sargent Shriver, the new agency's first director. Shriver said Kennedy phoned him in Chicago after his inauguration, "and told me that everyone down here seemed to think that the Peace Corps was going to be the biggest fiasco in history, and it would be much easier to fire a relative than a political friend."*

Come

***THE WORK BEGAN** with the training of the first Peace Corps contingent at Rutgers University where Shriver visited in June 1961.*

35

Road to Readiness

RIGOROUS WORKOUTS *such as this at the Peace Corps' own training facility in Puerto Rico were highly publicized during early days. Today training is geared to the projected needs of the Volunteer's overseas assignment and very few trainees get an opportunity to climb a mountain.*

***LANGUAGE TRAINING** has always been the focus of overseas preparation. This group studied Spanish in 1962, before leaving for Colombia, in a modern language laboratory at Columbia University.*

***TRAINEES** destined for an early program in Brazil concentrated on classroom lectures and also did basic conditioning exercises for one hour per day.*

FIRST GROUP to land on foreign soil was Ghana I. Trained at the University of California at Berkeley, they received a personal send-off at the White House from President Kennedy.

The Pioneers

SCRAPBOOK MEMENTO was taken at Andrews Air Force Base later the same day. Circled is Sue Hastings (opposite page) who was photographed a few months later at Kumasi, Ghana, where she taught at a secondary school for girls.

First Big Assignments

***TEACHING,** a main target for Volunteers from earliest days, continues to involve more than half of all Peace Corps Volunteers. Mrs. Virgil Payne, 68, (below), a math teacher in Nigeria, and her husband, 71, were at one time the oldest couple in the Peace Corps.*

COMMUNITY DEVELOPMENT *took many forms such as activating a village council, or, if you were Molly Heit, teaching pupils how to weave simple tapestries incorporating the ancient Inca motifs common to their village of Pisac in the Peruvian Andes.*

COMBINATION *of teaching and community development was achieved in some projects. Dennis Shaner repaired machinery at an agriculture training farm in Tunisia.*

***HEALTH** and agriculture soon joined community development and teaching as Peace Corps staples. Gertrude Solomon, a public health nurse assigned to work with a Peace Corps medical team in Ethiopia massages the foot of a young girl recovering from polio.*

Growth

SKILLED WORKERS, *such as mechanic Frank Brechin, brought needed machine-age skills to emerging nations. Brechin's assignment was in a government-owned garage in Kabul, Afghanistan.*

and Expansion

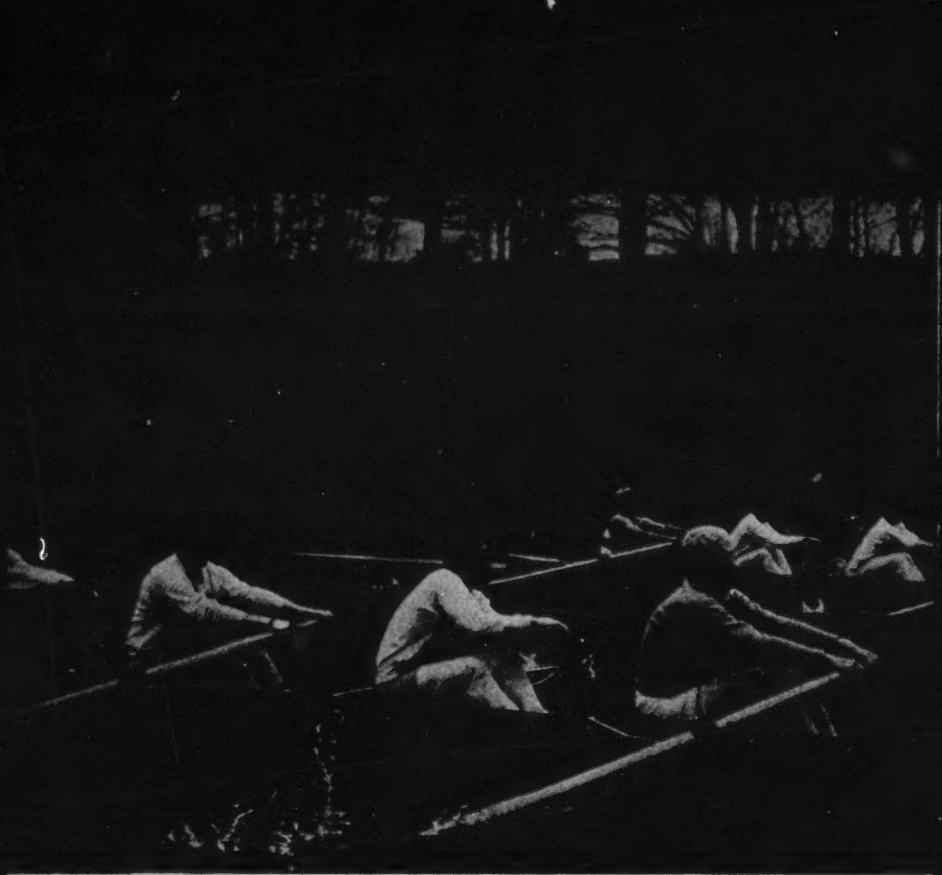
***AGRICULTURAL** talent was applied in the Cochabamba Valley of Bolivia by Ben Brackin who reads a tuberculin test on a cow. Hundreds of agriculture extension Volunteers like Ben have helped improve crops, develop poultry production and inoculate food animals against disease.*

Building Friendships and Nations

***SARGENT SHRIVER** attracted a great following of children after a brief inspection tour in a Middle East community. The Peace Corps idea plus the ebullient Shriver personality prompted scores of nations to request Volunteers — and more than 150,000 Americans to apply for service as Volunteers.*

EXECUTIVE SESSION: *Deputy Director Warren Wiggins (left) was an early backer of the Peace Corps idea and a member of the original staff. Here, he talks with President Johnson whose Special Assistant, Bill Moyers, was Wiggins' predecessor at the Peace Corps.*

IN FIVE YEARS *Shriver visited 37 countries and approximately 5,000 Volunteers in the field; projecting a new image of young Americans both at home and abroad.*



OVERSEAS STAFF *came from a variety of backgrounds: newspapers, education, medicine, law, business. One of them was William G. Saltonstall, principal of Phillips Exeter Academy for 17 years before becoming country director in Nigeria. Above, he substituted at stroke oar during a practice session at Exeter just before leaving for Peace Corps service in 1963.*

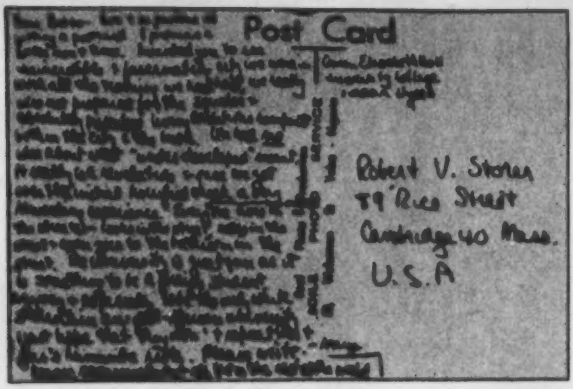
The Administrators

WASHINGTON STAFF *members had a habit of distinguishing themselves in early days and then being wooed away to even bigger jobs. Bill Moyers (left) was a prime example. An aide of Senator Lyndon Johnson, Moyers became Peace Corps Deputy Director at 28 before going to the White House. Current Director Jack Vaughn (center) headed Peace Corps Latin American programs before becoming Ambassador to Panama and later Assistant Secretary of State. Franklin Williams, once assistant Attorney General of California and an NAACP leader became Peace Corps African director before being named Ambassador to UNESCO, later to Ghana.*

EVEREST CONQUEROR *William Unsoeld was a Peace Corps Rep in Nepal. He took a leave of absence to join U.S. Everest expedition and with partner conquered the mountain's western ridge for the first time. A university professor before joining the Peace Corps, he holds degrees in physics, theology and philosophy.*

***FAMOUS POSTCARD** dropped by Margery Michelmore in Nigeria in 1961, created Peace Corps' first major public crisis. Radicals attempted to fan anti-U.S. sentiment by exploiting the postcard's message. Miss Michelmore (right) stoically responds to newsmen upon her return to the U.S. Later, she gamely participated in Peace Corps training programs, exhorting trainees not to repeat her mistake.*

Crisis and Tragedy



FIRST CASUALTY *was Volunteer David Crozier, center, on assignment in Colombia shortly before his untimely death in an April, 1962, plane crash in that country. The first Volunteer to die in service, Crozier was posthumously honored by a Peace Corps training camp in Puerto Rico which bears his name.*

AMID ARMED CONFLICT *in the Dominican Republic in May 1965, what the Volunteers would, could and should do in a crisis was revealed. Caught in ideological as well as actual crossfire between American troops, Dominican military and police, and rebel insurgents, the 108 Volunteers remained neutral but active, tending wounded from both sides, protecting human life wherever threatened. Peace Corps nurse Arleen Serino, left, tends Dominican woman who lost a leg in one of the uprising's worst battles. One year later, Volunteers continue to serve in a peaceful Dominican Republic.*

New Techniques

IMMERSION ENVIRONMENT *technique was discovered to be one of the best stimuli for successful training. The most advanced example began in the summer of 1966 with the simulation of the tropical atmosphere of Micronesia at an island-like training site in Key West, Florida. Micronesians taught 300 trainees how to spear fish, husk coconuts, operate small boats, and weave with coconut palm leaves.*

CLASSROOM DIALOGUE *with host country nationals was one of several improvements in training techniques. Here a Nigerian national participates in training Volunteers at Columbia University. In recent years, returned Volunteers have also been hired to conduct training programs.*

MEETING OF THE MINDS *of former Volunteers and future Volunteers occurs most effectively during week-long visits to college campuses. The returnees became the vanguard of the recruiting effort in 1965-66. The result was the biggest number of trainees in Peace Corps history.*

***PRESIDENT JOHNSON'S** interest in the Peace Corps dates back to 1961 when he was first chairman of the Peace Corps National Advisory Council. Speaking to a group of returned Volunteers and Brazil-bound trainees, he said, "I wish I had as many of you people as I do soldiers and sailors and marines. If I had more of you, I'd need less of them."*

Help in the Search for Peace

***CONFERENCE FOR RETURNED VOLUNTEERS,** held in March of 1965, was greeted by Chief Justice Earl Warren and 250 leaders in American business, education and government who also exchanged ideas with returnees during workshop sessions held over a three-day period. It was a probe of what Vice President Humphrey called "the return on our investment" — the product coming back. Said Warren, "I believe that you will give this country the leadership it needs. There is no group who can do it better than you who have had this experience overseas."*

PROMINENT AMERICANS *including Harry Belafonte have helped Peace Corps publicize its work and recruit Volunteers. Mr. Belafonte is also a member of the Peace Corps National Advisory Council which is composed of more than a score of leaders in business, education, labor, communications, religion, and the arts.*

LIKE ANY OTHER FIVE-YEAR-OLD, *the Peace Corps had a birthday party (on March 1, 1966) complete with cake, candles and a few close friends — in this case, Vice President Humphrey (now Chairman of the Peace Corps National Advisory Council), Undersecretary of State George Ball, incoming Director Jack Vaughn and outgoing Director Shriver. In background is Secretary of State Dean Rusk. In foreground: President Johnson.*

Peace Corps at Five Rides High and Wide

NEW DIRECTOR *Jack Vaughn made an early tour of the Peace Corps world. In New Delhi, India, Volunteers greeted him with a brass band and an elephant.*

The Idea Grows . . . and Grows

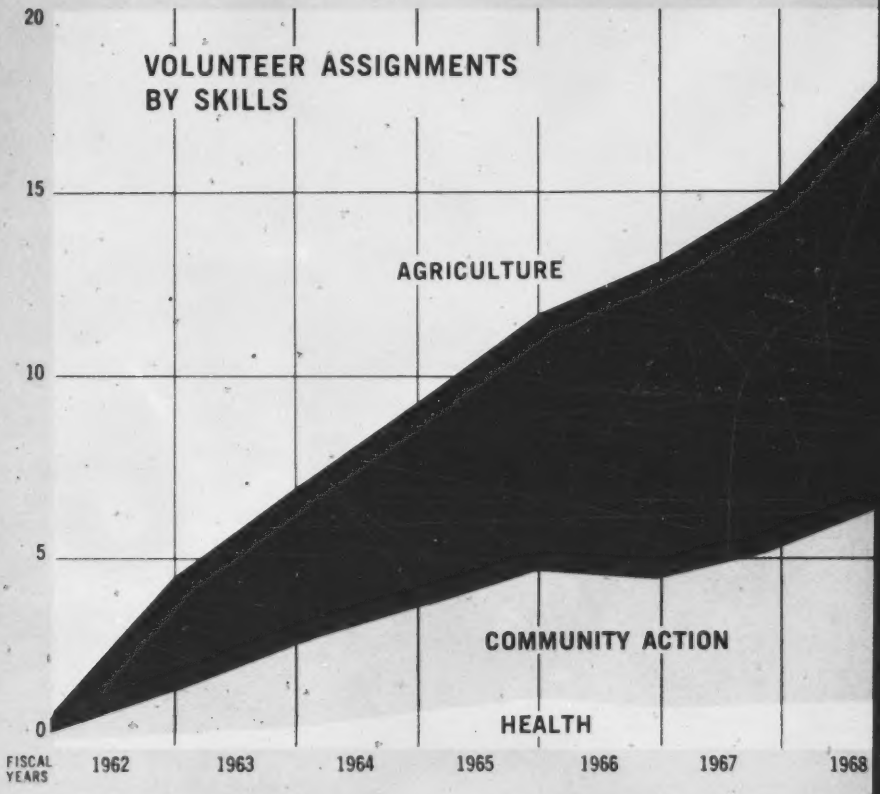
OTHER PEACE CORPS, *most created on the U.S. pattern, have been launched by 18 industrialized nations. In addition, 15 developing nations have started internal voluntary service organizations. Some of the programs are highly technical in nature; others are on the order of cultural exchange. Volunteers from Japan, for instance, are trained to teach their highly stylized art of homemaking (below). At right, the stamina of Swedish volunteer Gerd Forsblad, bound for a teaching assignment in Africa, is being tested. The International Secretariat for Volunteer Service, headquartered in Washington, encourages and assists other government efforts to inaugurate and expand national volunteer programs.*

DUTCH COIN, *one of many struck by other nations in memory of President John F. Kennedy, was designed and sold for the benefit of the Netherlands Peace Corps. Inscription above reads: "A Man Does What He Must".*

Five Years of the Peace Corps Experience

THE NUMBERS

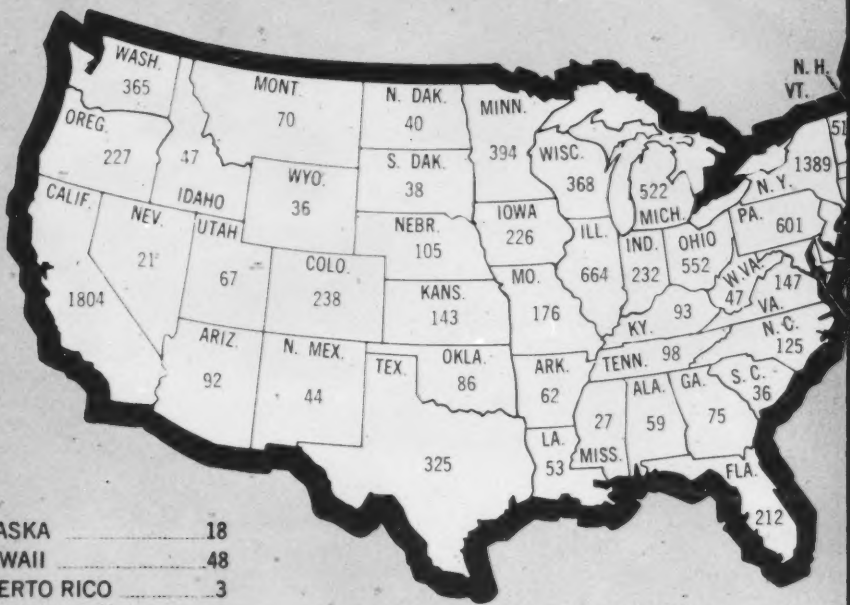
Statistics alone cannot tell the Peace Corps story, but they do provide a framework for understanding the scope of its activities. By June 30, 1966—end of fifth full year of operations—more than 20,000 Volunteers had gone overseas and more than 10,000 were still serving.



Agricultural programs, which up to now have involved only a small number of Volunteers, are growing so fast that they will overtake education and community action projects — the Peace Corps' stock in trade — by the end of the decade. Health and community action programs are also scheduled to increase.

ORIGINS, DESTINATIONS

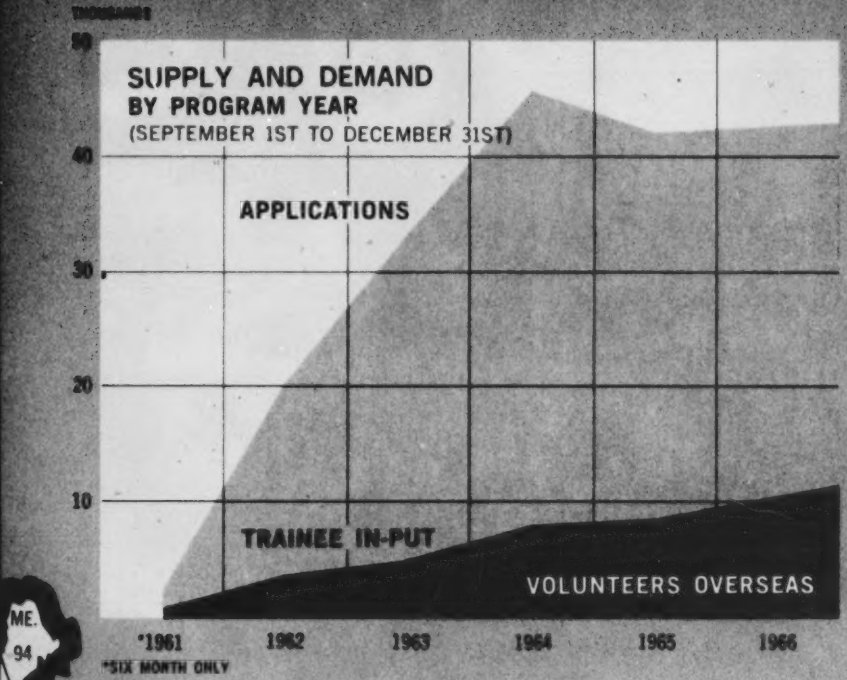
The Peace Corps idea appealed to a wide variety of Americans, but after five years of experience a profile of the typical Volunteer began to emerge: he (60% are male) is college educated (96% have attended some college, 90% have at least a B.A. degree); a liberal arts major (85%). They average 24.1 years of age, although 249 of Volunteers serving last year were over 50 years of age. Today, a surprisingly large number (2,430 or 15%) are married; most came into the Peace Corps that way, but 200 have been recently married in training or overseas.



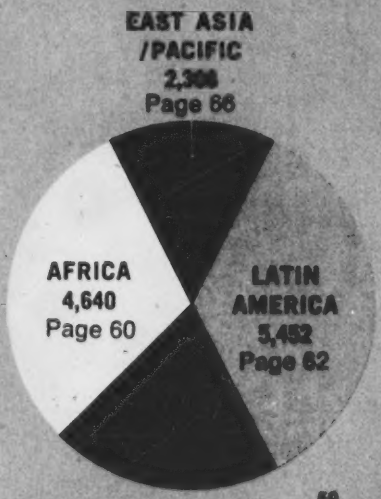
ALASKA	18
HAWAII	48
PUERTO RICO	3
VIRGIN ISLANDS	2
WASHINGTON, D.C.	71

WHERE VOLUNTEERS COME FROM

California, New York and Illinois are the big contributors. Western states account for one out of four Peace Corpsmen. Biggest per capita states: Washington, Oregon, Colorado, Vermont and Minnesota.



Nearly 200,000 Americans applied for Peace Corps duty during first five years, but only about one in six was selected for training. Between 75 and 80% of trainees were finally sent overseas. Requests from host countries for Volunteers still exceeds existing supply.



WHERE THEY'RE GOING

Latin America and Africa have traditionally been the major assignments for Peace Corps Volunteers with 40 of the 53 announced host countries located on the two continents. How Peace Corps is represented in its four major regions and what it is doing today is detailed graphically on the next eight pages.

To Bring Students from Rote to Reason Is Volunteer Goal in

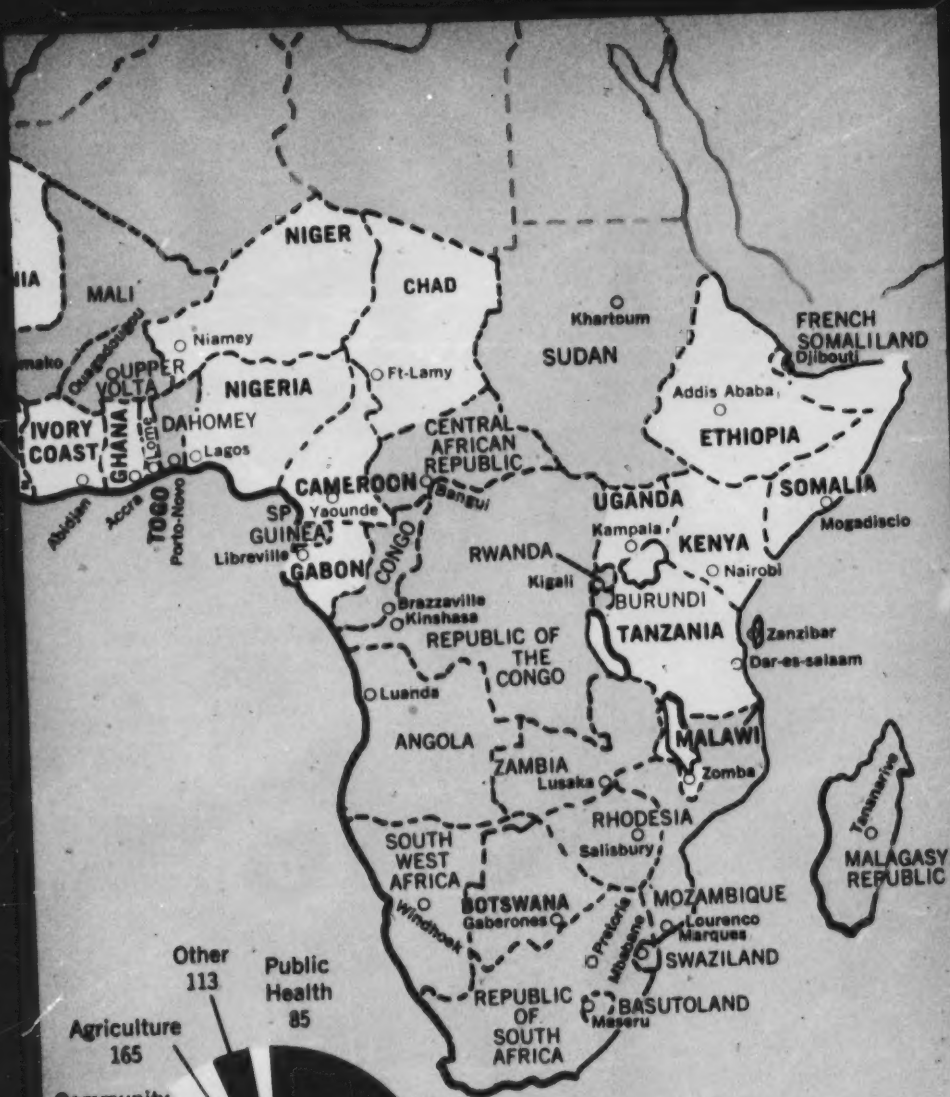
AFRICA

The Peace Corps announced the addition of three nations to its roster of sub-Sahara African host countries during 1966, bringing to 20 the total where Volunteers serve (Chad, Mauritania and the newly independent nation of Botswana will receive their first Volunteers in FY 1967). Significantly, 33 nations on this continent have achieved independence in the past decade, providing the Peace Corps with one of its best opportunities: the chance to take part in nation-building at the critical, formative stage of a new country's development.

FIVE YEAR SUMMARY: Volunteers in country at end of fiscal year

	1962	1963	1964	1965	1966	TOTALS*
Ghana	51	129	136	110	111	312
Nigeria	109	258	508	634	718	1,353
Sierra Leone	37	120	159	130	233	453
Tanzania / Tanganyika	35	26	125	326	366	539
Cameroon		39	88	103	118	222
Ethiopia		278	402	564	567	1,049
Gabon		41	70	35	49	130
Ivory Coast		49	51	55	63	137
Liberia		132	272	335	399	722
Niger		16	12	43	48	98
Malawi / Nyasaland		42	97	230	231	339
Senegal		34	62	51	55	146
Somali Rep.		35		58	80	175
Togo		44	59	56	49	132
Guinea			52	95	81	153
Kenya				129	197	206
Uganda				35	56	60

* Total individual Volunteers now serving or having served in host country since 1961.



WHAT VOLUNTEERS ARE DOING IN AFRICA: 1966

Education, regarded by most young nations as first on their list of priorities, has involved more than half of all Peace Corpsmen in Africa, but programs in public health (Malawi), land resettlement (Kenya) and in farm and community action work are becoming increasingly important.

WHAT VOLUNTEERS ARE DOING IN LATIN AMERICA: 1966

Full-time community development work occupies most Volunteers. Those whose primary assignment may be teaching, public health or agriculture may find themselves involved in community action programs as well.

...e Peace Corps Game Is Community Development

LATIN AMERICA

The largest of all Peace Corps regions (some 8,500 Volunteers have served in Central and South America since 1961) added two more nations to its list this year: Guyana (formerly British Guiana) and Paraguay; the first Volunteers will arrive during the coming year. Heart of programs in all 20 countries is community development, which takes many forms but has only one basic goal: create sense of identity, promote idea of self-help.

FIVE YEAR SUMMARY: Volunteers in country at end of fiscal year

	1962	1963	1964	1965	1966	TOTALS*
Brazil	43	168	210	548	639	**989**
Chile	45	99	106	294	397	**617**
Colombia	103	229	561	544	506	**1,329**
El Salvador	25	21	46	55	51	**132**
Jamaica	38	32	62	77	70	**163**
St. Lucia	15	14	17	5	16	**53**
Venezuela	5	83	117	265	292	**570**
Bolivia		112	125	220	266	**533**
British Honduras		33	18	49	33	**91**
Costa Rica		26	63	61	107	**192**
Dominican Republic		144	171	85	101	**347**
Ecuador		156	236	309	211	**681**
Guatemala		27	105	83	69	**191**
Honduras		27	44	103	107	**177**
Panama		28	75	133	196	**288**
Peru		285	293	379	301	**940**
Uruguay			18	4	48	**68**
Barbados					29	**29**

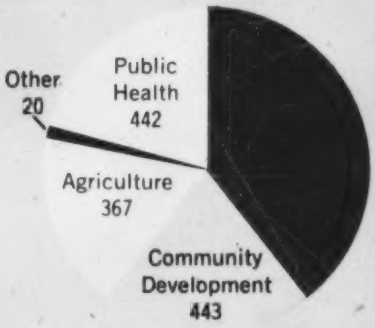
* Total individual Volunteers now serving or having served in host country since 1961.

Morocco to India — Architects to Agriculturists

Farthest flung of Peace Corps regions, this one (called NANESA) begins on the Atlantic, and includes countries touched by the Mediterranean, Persian Gulf, Indian Ocean and the Bay of Bengal. It includes nine nations (including one new one this year: Libya). Peace Corps activities are as diverse as the geography: modest-sized teaching and TB control programs are among the activities in Morocco, while Tunisia projects include architects to help design airports and plan cities. On the other end of the scale is a massive (by Peace Corps standards) attack on India's food production and nutrition problems. More than 1,000 specially trained Volunteers will be assigned there.

WHAT VOLUNTEERS ARE DOING IN NANESA: 1966

Although programs vary widely from country to country, education is prime job of Volunteers, but agriculture work is due for biggest growth.

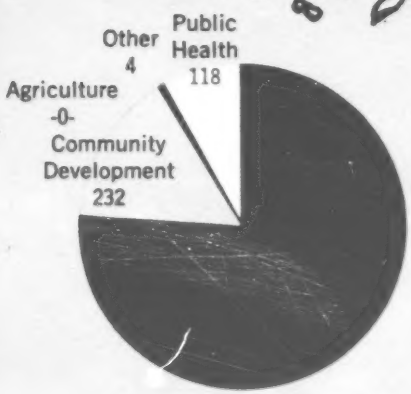


ST/SOUTH ASIA

FIVE YEAR SUMMARY: Volunteers in country at end of fiscal year

	1962	1963	1964	1965	1966	TOTALS*
India	26	115	153	401	754	1,083
Pakistan East	29					
West	28	172	191	141	35	368
Morocco		56	102	133	117	242
Tunisia		95	48	135	192	335
Afghanistan		35	62	136	181	306
Ceylon		39				39
Cyprus		22				22
Iran		41	36	149	272	417
Nepal		65	96	120	150	312
Turkey		39	114	338	481	758

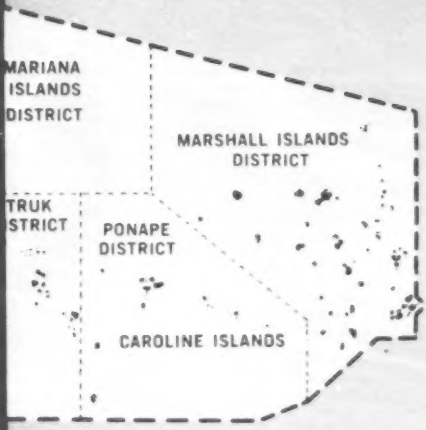
* Total individual Volunteers now serving or having served in host country since 1961.



WHAT VOLUNTEERS ARE DOING IN EAST ASIA/PACIFIC: 1966

Secondary teaching was single biggest Peace Corps assignment in the three countries where Volunteers served during FY 1966. Public health, rural community action and sports/recreation programs also are run by Peace Corps in these countries.

EAST ASIA/PACIFIC

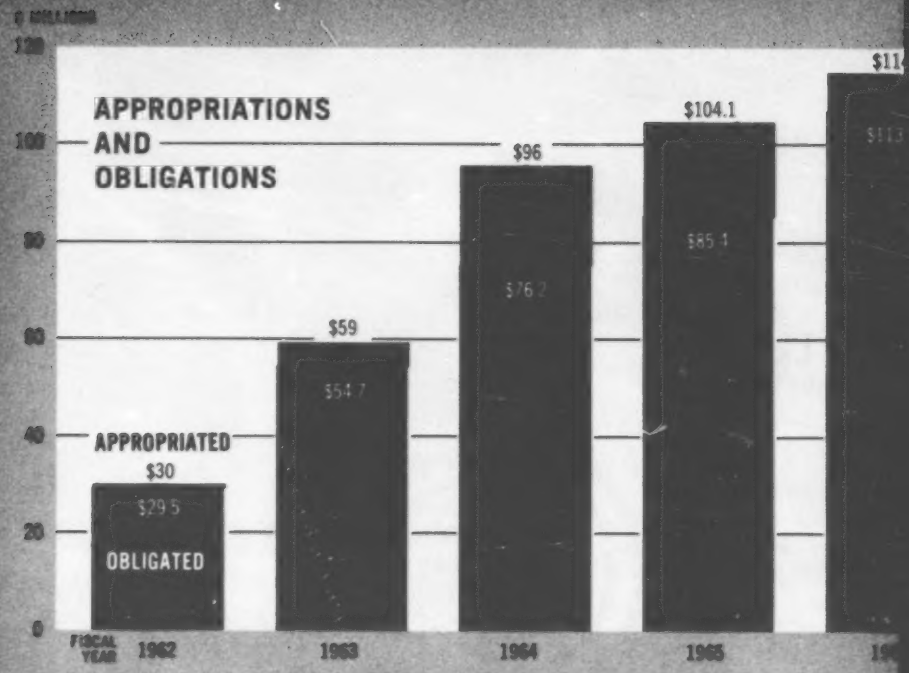


This region assumed new responsibilities in May when the UN Trusteeship Council invited the Peace Corps to send Volunteers to U.S.-managed Pacific Trust Territory (Micronesia). In a special recruiting effort, 3,000 persons applied for the 500 Volunteer openings. Assignments in teaching, health, public works will send Volunteers to many of the populated islands of the huge chain which stretches over 3 million square miles of western Pacific. Another new Peace Corps nation during 1966: South Korea, which has requested Peace Corps teachers.

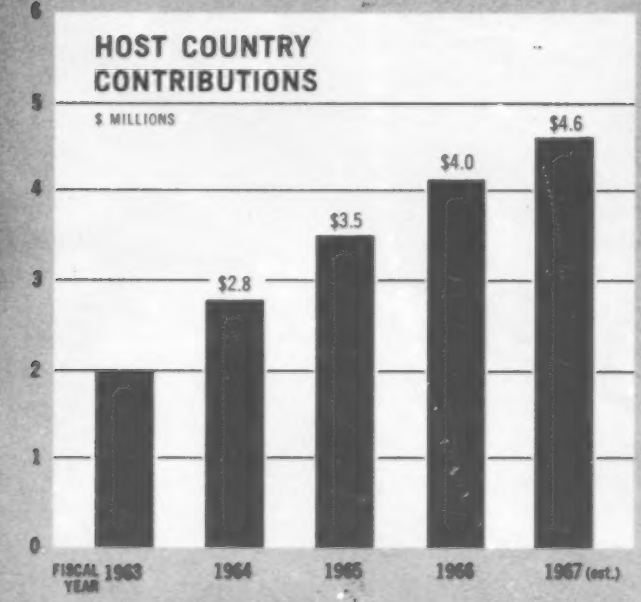
FIVE YEAR SUMMARY: Volunteers in country at end of fiscal year

	1962	1963	1964	1965	1966	TOTALS*
Malaysia				186	546	1,027
Malaya	67	169	206	107	3	
North Borneo/Sarawak		91	124	85	12	
Philippines	218	472	286	227	571	1,440
Thailand	45	227	245	242	356	722
Indonesia		17	31			46

* Total individual Volunteers now serving or having served in host country since 1961.



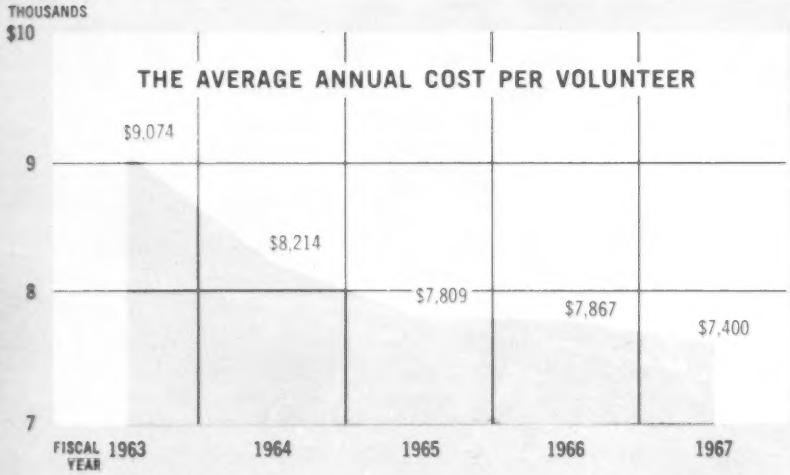
FY 1966 expenditures totalled $113.2 million with $900,000 balance returned to Treasury. In 1961, 67% of total expenses went for oversea costs; this year it was 80% of total. Administrative costs dropped from 32% to 20% in same period.



Growth in direct aid for Volunteers furnished by host governments will approach $5 million next year. Majority of these contributions are in form of vehicles, housing, and other goods and services.

THE COST

The number of Peace Corpsmen has grown at a much faster rate than the budget would indicate. Between the end of FY 1962 (first full year of the Peace Corps) and 1966, its total strength grew from 2,816 to 15,556 trainees and Volunteers. In the same period of time appropriations increased from $30 million to $114 million. Increased efficiency in selection, training and administration of overseas programs, restraints and size of Washington headquarters staff helped the agency keep costs down.



Peace Corps' basic denominator for establishing annual budget requests is average annual cost per Volunteer which includes recruiting, selecting, training, transporting and administrative expenses, including all overhead costs, living allowances and separation pay of $75 per month.

VI. The Returning Volunteer:

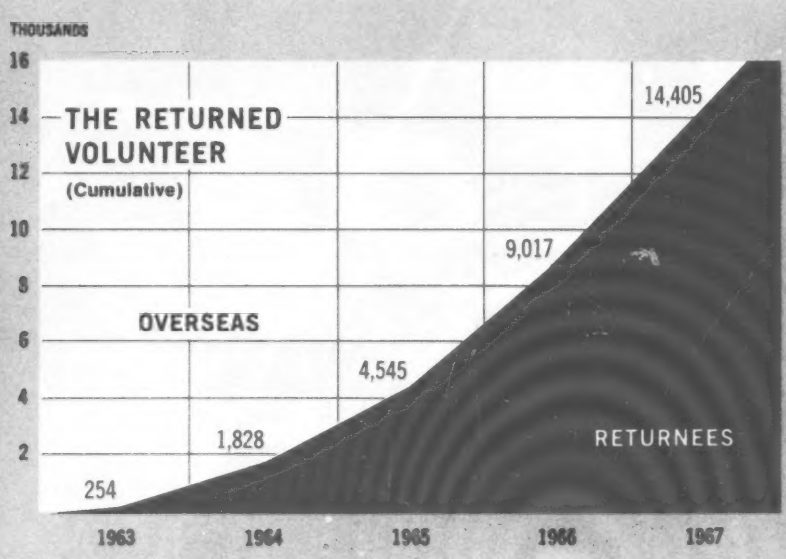
IMPACT AT HOME

There is no typical returned Peace Corps Volunteer. There are as many individual approaches to life as there are returned Volunteers — namely 7,000.

But the Peace Corps has discovered that the returning Volunteer is nontheless a new breed of American, different and special despite his protests to the contrary. He is not someone who will slip, as one official put it, "into the bog of affluent living."

He is self-confident and committed. The very act of filling out a Peace Corps application is a telling statement: He wants action; he wills himself to act.

If he is selected, successfully survives a rigorous training program, and goes overseas, he already has had an experience out



Some time in 1967 the total number of returned Volunteers will exceed those on duty overseas. By 1970 there will be 50,000 former Volunteers, according to agency estimates.

of the ordinary. The process of becoming fully immersed in another culture is a unique phenomenon; only the Peace Corps Volunteer experiences it.

Sophisticated, mature, toughened, confident and independent, the returned Volunteer refuses to be cast into a mold. Place two of them together and the odds will favor a debate.

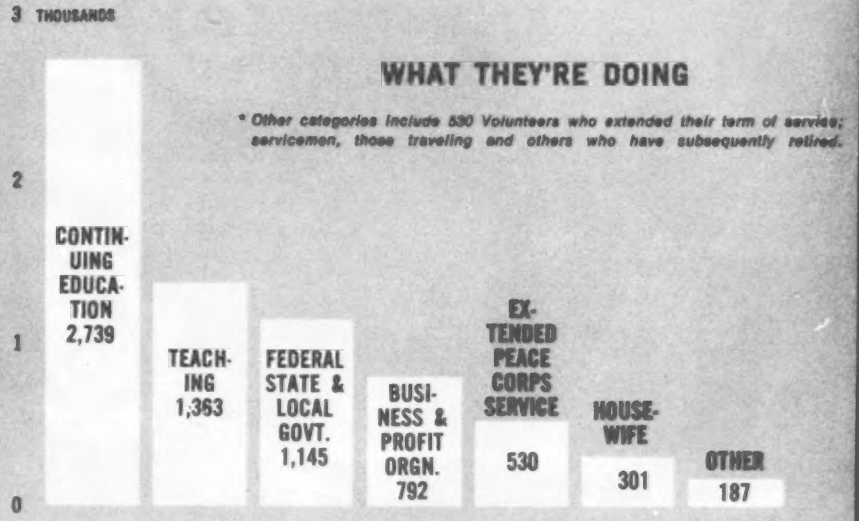
However, a closer look at the records will disclose, albeit hazily, a pattern that is to some extent common to all.

Almost invariably, the returned Volunteer seeks a job, education or a personal mode of life that will enable him to make a contribution.

The chances are he is the sort of person who would have done so anyway, but there is no doubt that two years of Peace Corps service propels him ever more strongly into a way of life where service never really ends.

By 1970, if present trends continue, there will be 50,000 returned Volunteers in the United States. So far, only 7,000 have returned, but all indications point to high visibility and bright futures.

Five personal vignettes follow.


3 THOUSANDS
2
1
0
WHAT THEY'RE DOING
* Other categories include 530 Volunteers who extended their term of service; servicemen, those traveling and others who have subsequently retired.
CONTIN-UING EDUCA-TION 2,739
TEACH-ING 1,363
FEDERAL STATE & LOCAL GOVT. 1,145
BUSI-NESS & PROFIT ORGN. 792
EX-TENDED PEACE CORPS SERVICE 530
HOUSE-WIFE 301
OTHER 187

The majority of returnees come back to the classroom either to complete their schooling or to begin teaching careers. Government careers are second to education in popularity.

The Peters of Portland: Poverty and Poultry

After serving as community development Volunteers in Guatemala, and building a clinic that is still going strong, Phil and Marilyn Peters flew directly from their Peace Corps project to their home in Portland, Oregon — and picked up where they had left off two years before.

Marilyn returned to teaching. In the mornings, she runs a private pre-school (for 25 children) which she and Phil own. In the afternoons, she teaches a special education class for Mexican migrant children at the North Marion Elementary School.

Though a graduate in diplomatic history, Phil invested his readjustment allowance in a 25-acre farm and went back into the poultry business, a self-taught enterprise. He raises flocks of 25,000 pullets at a time.

Someone called last March to say: "We're setting up a local migrant league, weren't you a Peace Corps Volunteer?" Phil now worries about the condition of the 30,000 migrant workers who arrive in the Willamette Valley each summer.

He has a two-part assignment with the Valley Migrant League (VML), a non-profit Oregon corporation funded by the Office of Economic Opportunity. He is the assistant director of field operations for the VML and also is in charge of all the VISTA Volunteers in the area.

The farm and other property, the VML, the pre-school and the local elementary school notwithstanding, the Peters separately and together have given 250 speeches in Oregon about the Peace Corps and its work. At 25, Phil is able to say today "I got out of the Peace Corps what I wanted — exactly."

An enterprising young man with several "irons in the fire." Phil Peters stands in front of one of the chicken houses on his 25 acre poultry farm.

"Peace Corps was an addition to our lives, rather than a factor for change. It fit in."

Marilyn Peters works with the children of Mexican migrants, teaching English and tutoring in other subjects.

"Since most of my children don't speak English, my Peace Corps training in Spanish is a valuable asset."

Mayor's Man

Former Somalia Volunteer Bob Laird follows New York's Mayor John Lindsay through a throng of reporters before a news conference at City Hall. As the Mayor's deputy press officer he spends hours preparing for such meetings.

Following the Mayor's limousine in a separate staff car, Bob briefs Miami News reporter Frank Murray en route to a luncheon which Lindsay will attend. Maintaining his "cool" under constant pressure is a gift Bob feels he got through his Peace Corps experience.

"Once you've tried something very difficult, you have more self-confidence."

Robert Laird was among the first Volunteers to go to Somalia. He taught English and social studies at a boys' intermediate school in the desert town of Gebile and, for a short time, was acting headmaster. While in Somalia, he met his wife-to-be, Marsa Rabinowitz, a Volunteer who taught English, history and art at a girls' secondary school. She was the first woman teacher in northern Somalia, a Muslim area whose people believe themselves to be of Egyptian ancestry. Their marriage was a major event on the local social calendar and their wedding gifts included bottles of orange squash and promises of goats.

The arid bleakness of Gebile, Somalia, is far from the concrete and glass canyons of New York City. As press aide to New York's Mayor John Lindsay, former Peace Corps Volunteer Bob Laird moves in a tight circle of the power elite — the movers and decision makers of New York politics.

Bob's day starts at 8:30 in the

morning and his schedule often coincides with the Mayor's. He attends press conferences, luncheons, rallies, cocktail parties, wakes and meetings. Sometimes he doesn't get home to his wife and two pre-school sons until after eleven in the evening.

"I've been to so many hotel luncheons," says Bob, "that I can't stand the sight of fruit cups, roast beef and green peas. It would have been nice to have had such luxuries when we were in Somalia."

The 30-year-old Laird often rides with the Mayor in the official black limousine with the city seal on the bumper, casually calling the city desk of the New York Times on the car's radio-telephone.

Other days he'll stay in the office, talking with a stream of reporters or grinding out news releases. The output averages more than 40 a month, ranging in subject from air pollution to urban renewal.

In explaining his reasons for joining the Peace Corps, Bob says he was swept up by the momentum of an idea. When John F. Kennedy first announced the concept of the Peace Corps, the 26-year-old Laird's reaction was, "Tremendous! Why didn't we think of that before?"

His enthusiasm later was tempered by the realities of finishing his education and getting a foothold in journalism, but he submitted an application because he finally realized he shouldn't postpone something about which he felt so strongly.

Bob had served six months in the Marines after getting a B.A. in English from Yale and then went to work for an automobile manufacturer as an intern. But one day he admitted that "I didn't care whether Ford sales went up or not." (At the time he was driving a Volkswagen.)

After arriving in Africa, Bob quickly found that his dreams and ideals didn't always coincide with those of the people he sought to help. It was a different world and he learned to work within a new reality of unfamiliar politics, customs and religion.

Bob starts his morning (above) with a call before breakfast to City Hall on a special "hotline" phone. Right, UPI reporter Bert Kindig tosses questions at Bob, who is often pressed for time to finish lunch, even in the office.

He opens a news conference with a request that reporters hold their questioning to a minimum because of Mayor Lindsay's tight schedule.

After returning home, he found that his Peace Corps experience proved helpful in getting him a newspaper job with the New York World Telegram and Sun. An editor said he felt the young reporter would reflect new perspectives learned as a result of two years in Somalia.

The newspaper job led to an assignment covering John Lindsay's campaign for mayor of New York. And that assignment resulted in Bob being hired as the Mayor's deputy press secretary. Logically, Bob feels he might not have his present position if it hadn't been for the Peace Corps.

Recently Laird was with the Mayor in the executive suite of a large industrial complex on one of the top floors of a New York skyscraper. The carpets were deep and soft, the furniture elegant, the view of the city breathtaking. People here moved in a rarefied,

'80

At the end of a long day, he is home again and son Michael — who was born soon after the Lairds returned from Somalia — demands some undivided attention. Marcia holds six month old Joshua on her lap.

air-conditioned atmosphere, concerned primarily with ledger sheets, market trends and budget proposals.

Bob shook his head. "They are insulated from life," he reflected. "They have absolutely nothing in common with a farmer in Somalia. In fact, they don't even know he exists."

If there is any one thing that gives Bob Laird an advantage in the complex, competitive world of New York, it is the fact that he does know the farmer in Somalia and, in knowing him, has a better understanding of the world.

Bob briefs the Mayor in his office just prior to a meeting with reporters. Having talked with reporters throughout the week before, Bob often knows what questions and issues are likely to come up.

Ann Kessler decided to become a nurse as a result of her Peace Corps training.

"Except for my parents, I have never been asked a really intelligent question about the Peace Corps."

Found: One Career

Ann Kessler had no previous medical experience when the Peace Corps assigned her to a health project in Brazil. Her training program, which included working in hospitals and clinics, opened up a whole new world.

"I even thought about dropping out of Peace Corps and going straight into nursing," she recalls, "but everything happened too fast. I was in Brazil before I knew it."

Ann now is in her freshman year at the St. Joseph's Hospital School of Nursing in Phoenix, Arizona. "Mine is a very rare case," she says. "Most Volunteers are confused about what they want to do next."

Back in school, she insists on being treated merely as another student, and not as a returned Volunteer. "We're not special," she says. "We were Volunteers, just as the name implies."

Though impatient at times with younger nurses whom she calls the "teddy bear huggers," Ann remembers "getting sick as a dog" nursing her first cases overseas. "Now I've gotten very hard and can face things the other students can't. I bug a lot of people."

Ann hopes to go back overseas as a nurse, work in slums, or with the Indians in the southwest. With her own present and future plans clear, she looks on reentry crisis as "immaturity."

Man With a Mission

Lester Eldridge was the first person in New York City to take the Peace Corps placement test in 1961. Shortly thereafter, he left a job teaching Spanish to Harlem school children to become one of the first Volunteers in the Dominican Republic where, not too surprisingly, he taught English.

Today, Eldridge is back where he started — in a New York school room, teaching Spanish and Social Studies. This somewhat circular career route was a conscious choice from which he veered only temporarily while overseas. Briefly, he considered a career in the foreign service. But after interviews with State Department officers, he decided against diplomacy: "I like working at the grass roots too much."

Eldridge's "grass roots" job in New York is in reality an "asphalt jungle": he teaches in a culturally-deprived section of the city at Har-

Lester Eldridge explains his preference for slum-school teaching as opposed to a once-considered career in diplomacy:
"I like working at the grass roots too much."

riet Beecher Stowe Junior High School.

"Who is Rockefeller?" he yells over the buzz of his Social Studies class. "Who is Lindsay?"

His students wrinkle their brows and stare vacantly, trying to remember where they have heard these names. "Rockefeller is the mayor," one of them volunteers.

"The noise level is phenomenal," said Eldridge after class. Small wonder. As Eldridge points out, "at home, the only things some of these kids hear is 'shut your mouth', or 'I'll break your head if you don't behave.'"

This kind of work would leave most people exhausted, but Eldridge finds time once a week to teach Spanish to an evening class of adults in Brooklyn. Essentially it is a communication project; his adult students work with Spanish-speaking Puerto Ricans in hospitals and social centers and have had trouble understanding them.

Eldridge feels his Peace Corps service provided him with three important "tools": 1) fluency in Spanish, 2) a deeper understanding of the roots of poverty; and 3) the ability to make a small amount of money go a long way.

From his $5200-a-year salary he has squeezed out a comfortable bachelor flat in Manhattan, a post-civil-war trip to the Dominican Republic in 1965, a summer in Spain; and still another trip to the Dominican Republic is scheduled this summer.

Eldridge never thought of the Peace Corps as a stepping stone: "For two years, I got out and did something. It made me feel good. Life as a whole — apart from work — means more now."

The Non-Structured Diplomat

Eugene Schreiber was one of the first Americans to volunteer for the Peace Corps, was a member of the first group to enter training, was among the first to go overseas and was the first Volunteer to return to the United States.

As a result, he is one of the most photographed Volunteers in the agency's history. He has been recorded shaking hands with President Kennedy, greeting United Nations Ambassador Adlai Stevenson, teaching students in his Tanzanian classroom. Schreiber was featured in a Peace Corps movie, on a poster and in a recruiting brochure.

Schreiber taught math, English and road building at the Tanganyikan Public Works Department training school, located just outside the capital of Dar es Salaam. Most of his students were men between the ages of 25 and 45 who had been working for the Public Works Department and selected for advanced training. He taught about 300 students during his two years' service. Other members of his group surveyed some 4,000 miles of roads, built 300 miles of major roads,

and mapped the country for economic minerals.

Today, Gene Schreiber is a member of the United States Department of State's Foreign Service.

"When I went into the Peace Corps, I was a civil engineer," Eugene Schreiber recalls. "I hardly knew what the Foreign Service was. I pictured it as made up of striped-pants diplomats.

"But the Peace Corps literally and completely switched my career plans. It got me overseas. It put me into teaching. It exposed me to a developing country. It broadened me. No longer was I solely an engineer. After two years in the Peace Corps, I had new foundations from which to branch out. I consider my Peace Corps experience a perfect transition."

When Schreiber returned to the United States in the summer of 1963, he spent a year working with Peace Corps headquarters in Washington. Then he took the forbidding Foreign Service test and passed. (More than 8,000 Americans took the test that year; 200 were selected to enter the Foreign Service.)

Schreiber today is one of 20 returned Volunteers working with the State Department, the majority of them in the Foreign Service.

His first assignment: to work a year with the Peace Corps, where he was deputy executive secretary of the agency. Then came two six-month training assignments — one in the State Department's Office of Politico-Military Affairs and the second in Office of Congressional Relations.

Next, he will attend an intensive Foreign Service Institute course in

Eugene Schreiber's career plans changed completely during his Peace Corps tour. Trained as an engineer, he's now a junior officer in the Foreign Service. Here he talks with Douglas MacArthur II, Assistant Secretary of State for Congressional Relations, who was Schreiber's mentor for six months.

"I consider it a privilege, a rare privilege, to work with the United States government in any capacity."

When Schreiber and his wife, Mona, visited the office of New York Congressman Richard L. Ottinger, they were surrounded by friends from Peace Corps days. Ottinger (center) was the second man hired by the Peace Corps in 1961 (he was the first Latin American West Coast director). At right are two other former Peace Corps staffers now working for the representative: Mrs. Jean Lee and Stuart Brahs. Part of Schreiber's training as a Foreign Service officer put him on temporary assignment to Ottinger's office for one month.

economics, which is equivalent to a college major in the subject, before taking an assignment as economic officer in Bolivia.

Schreiber isn't concerned about the vastness of the State Department operations. For one thing, he has an instinctive gregariousness and makes quick friends wherever he goes.

Also, he likes the fact that the State Department is big.

"I came from a large city, St. Louis," he says. "I went to a Big Ten university (Purdue). Then I worked in big cities, Washington and New York. I like bigness. Merely the fact that the State Department *is* large appeals to me — it means I can go almost anywhere in the world, taking on many different kinds of assignments. I require a job to have versatility or I cannot stay in it. That's why I like the Peace Corps, with its wild and wooly individualism, and that's why I like the State Department. The Department will permit me functional versatility — many kinds of jobs during my career — and it will permit geographic versatility — many different countries in which to serve. Besides, I love Washington, D. C., and will spend much of my career here. So what more could I ask?"

Schreiber adapted quickly from the famed non-structured environment of the Peace Corps to the equally-famed structured environment of the State Department.

The long corridors of the vast State Department establishment don't faze Schreiber. "I like bigness," he says. "I want to be part of something and to work within something. With tact and enthusiasm, you make your own freedom."

"There are things I learned in the Peace Corps which serve me well now," he says. "We were taught by the Peace Corps to be flexible, to work within a system, and to maintain enthusiasm. It's the same thing here — you find freedom in your job by combining tact with enthusiasm."

"I don't want to sell tractors or something the rest of my life," Gene said. "I don't want to be confined to a narrow field. I need to try new and different things. I had met Foreign Service people overseas in the Peace Corps and was impressed by them and by their enthusiasm. That's how I first got interested."

During his stay in Washington, Gene met the girl who was to become his wife — Mona Espy, a secretary in the Latin America region of the Peace Corps headquarters in Washington. Meanwhile, he was attending night school for three years to obtain a law degree.

"People ask me if I didn't lose two years by being in the Peace Corps," he says. "I don't think so. I have different insights and motivations than someone who didn't share the experience. I have a feeling about people, about growth and development, that others may lack.

"To me, the United States Government will never be successful if it is to be an institution. Only as a very human institution will it work. You have to work with people — not with ministries and embassies, but with people.

"I might have thought this way anyway, without having served in the Peace Corps. I probably would have. Who knows?

"I only know that by helping others, you indirectly help America. It has nothing to do with nationalism; it's a matter of what I call national pride. I felt that when I joined the Peace Corps and I feel the same thing now."

What Re-Entry Crisis?

Pakistan Volunteer nurse Janet Hanneman McNulty has been one of the most publicized individuals in the agency's five year history. In March 1965, a leading national magazine tried to make her a prototype of the Peace Corps "re-entry crisis."

Contends Janet, "There is no re-entry crisis peculiar to Peace Corps, it's simply a matter of change. How can you re-enter something you never did leave?

"Each individual who becomes a Volunteer brings with him the complete experience of his life. He does not discard it during two years of service and it is still part of him when he comes back."

Janet today is an attractive 32-year-old housewife. Married to a widowed Montgomery Ward executive, mother to four children aged 11 to 16, she lives in a fashionable North Shore suburb of Chicago. She is a member of three PTAs, a "hospitality mother" at the junior high school, and the regional alumni director for the University of Kansas nursing school.

Still "volunteering," she is active in the North Shore Volunteer Talent Pool, works in the local school system with underachievers and exceptionally bright students.

Looking back, she says, "Peace Corps is a vehicle by which one can express a philosophy. It gives purpose to the search for self-fulfillment and the desire to express humanitarianism."

Last year, Janet McNulty spoke about Pakistan in her daughter's fifth grade class.

"I was amazed. The fifth and sixth graders asked the same questions about Peace Corps I'm asked by college students."